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AUTHOR	Gallucci, Chrysan
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ABSTRACT

This manual is a guide to Project MESH (Making Effective Schools Happen), a project which blends the "effective schools" research and change process with the values of the movement to include all students with disabilities in general education programs. The manual is based on the experience of two elementary schools in Washington State. The manual is organized around the key components of an inclusive school: (1) a description of the schools and the current program offerings at both schools; (2) the change process (an outline of the building-based change process as it occurred at each school); (3) teamwork (a discussion of effective teaming practices, teams as related to inclusion, and role descriptions); (4) a community of learners (an explanation of strategies for building community in schools and classrooms); and (5) individual student planning (an outline of the program planning process for students with moderate or severe developmental disabilities as well as discussion of curriculum adaptation). Appended are resource lists and Core Team meeting notes for each school for the project's first year. (Contains 71 references.) (DB)

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THE MESH MANUAL for Inclusive Schools

Project MESH: Making Effective Schools Happen for All Students

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Office of Superintendent of Public Instruction
Special Education
PO BOX 47200
Olympia WA 98504-7200
206-753-6733

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THE MESH MANUAL
for Inclusive Schools

Project MESH: Making Effective Schools Happen for All Students

Developed by: Chrysan Gallucci
Integration Facilitator

Emily Dickinson School Staff

Silver Ridge School Staff

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Dr. Terry Bergeson
State Superintendent of Public Instruction

Jane M. Gutting, Ph.D.
Associate Superintendent

Douglas H. Gill
Director
Special Education

Project MESH Staff

Elaine Kurlinski, Project Director
Chrysan Gallucci, Integration Facilitator
Della Grainger, Building-based Change Coordinator
Sandy Grummick, Support Staff

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Project MESH Schools

B. J. Wise, Principal
Silver Ridge Elementary School
Central Kitsap School District
10622 Hillsboro Drive NW
Silverdale, WA 98383
206-698-4584

Jeffrey Newport, Principal
Emily Dickinson Elementary School
Lake Washington School District
7300 - 208th Avenue NE
Redmond, WA 98053
206-868-6622

Project MESH Advisory Board

Karen Blaine
Washington PAVE

Cathy Conn-Powers
Tumwater School District

Della Grainger, Association of
Washington School Principals

John Hill
Shelton School District

Carla Jackson
Federal Way School District

Pamela Johnson
Central Kitsap School District

Gene Langlois
Yakima School District

Tina Livingston
Highline School District

Chuck Main
Central Kitsap School District

Susan Mather
Renton School District

Carol Matsui
Federal Way School District

Georgia Peterson
Ferndale School District

Dan Phelan
Lake Washington School District

Gary Rude
South Kitsap School District

Diane Watson
South Whidbey School District

Owen White
University of Washington

Beth Wilder
Chehalis School District

Gary Wilson
Clover Park School District

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"I wish Project MESH could be in every school all across the world."

4th grade student
Emily Dickinson Elementary

INTRODUCTION

> "I had been told not to expect very much from John in the way of academics. He had never participated very much in those things in the self-contained classroom. Part of my first day with the 4th graders was to have them get out their binders, begin to organize the binders, and learn how to head their papers. I gave directions to the class to get out those materials. John listened and seemed to understand what I was saying. He got out his binder, looked around at his classmates, and proudly announced, 'I go school!'" Fourth grade teacher, Emily Dickinson school.

The Washington State Office of Superintendent of Public Instruction and the Association of Washington School Principals received federal funding in 1989 for Project MESH, a proposal with a unique approach to school integration for students with disabilities. Project MESH blended the "effective schools" research and change process with the values inherent in the movement to accept all students, including those with severe developmental disabilities, in general education programs.

The project began with these basic parameters:

1. A collaborative teaming process would be used to develop mission statements, standards and procedures, goals, and action plans at two elementary schools.

2. The action plans developed for Project MESH would include benefits and outcomes that would apply to all students, including those with severe disabilities, at the project schools.

3. Project outcomes would reflect current best educational practices for all students.

4. Representation on the MESH Core Teams would include:

   Building principals
   Special education administrators
   General education teachers
   Special education teachers
   Parents
   Project MESH Integration Facilitator

5. School plans would use creative plans to ensure that individual student needs were met in integrated settings.

During the first year of the grant period (1989-1990), two elementary schools were chosen to participate in the Project MESH process: Emily Dickinson school, Lake Washington School District and Silver Ridge school, Central Kitsap School District. For both schools, the first year was used for planning by the core team, and the next two years were devoted to implementation and refinement.

Emily Dickinson school had two self-contained special education classrooms for students with mild to moderate developmental disabilities when the project started. The Project MESH core team chose to include those students, as well as some students with severe disabilities, in their general education classrooms during the following school year.

Silver Ridge school was not open during the first year of the project. The core team proposed a model in which all students would be included in general education classrooms when the new building opened in the fall of 1990.

The Project MESH schools have developed programs that meet the criteria for Inclusive Schools developed by the California Research Institute (1991):

- **The schools practice "zero rejection." No student who lives in the neighborhood is rejected because of a disability;**
- **There is a natural proportion of students with severe disabilities at the school sites and they are assigned to general education classrooms;**
- **Primary membership for the student with disabilities is an age-appropriate general education classroom;**
- **No special education classroom exists, except as a place for integrated activities;**
- **The Individualized Education Plans (IEPs) for the students with severe disabilities are written and implemented by both the special education teacher and the classroom teacher, and ancillary staff;**
- **The students with disabilities receive support within the general education program from special education staff;**
- **Students with disabilities attend the school they would attend if nondisabled, or a school of choice within a reasonable transportation distance.**

The inclusive programs at the Project MESH schools are based on strong values that were clarified during the planning phase of the project. The programs are based on the belief that all students in our public schools have a right to be educated together. Staff believe that typically developing students have a right to know students who have disabilities and that students with disabilities have a right to be integrated with their peers. This is not a right to be earned by students with disabilities; belonging is an essential human need and a basic human right.

The staff at these schools value heterogeneity and believe that when a child with a significant disability is included in a classroom, all children are given an opportunity to celebrate their own diversity and uniqueness. This celebration can lead to a strong sense of belonging and increased self-esteem for all members of the classroom. The programs at Emily Dickinson and Silver Ridge schools are founded on the belief that the best environment for all students' learning is one in which all members of the community belong.

Both Emily Dickinson and Silver Ridge schools give priority attention to the creation of a strong sense of community among staff and children in their buildings. An awareness of the needs of others, an appreciation and understanding of differences, and increased empathy for others are student outcomes that are highly valued at these schools.

There is no specific curriculum or quick "how to" for inclusion. The major lessons learned from the experience of Project MESH are:

- **Inclusion is a process.** It is not an event that happens in September or January or June. It is an ongoing problem-solving approach to supporting all students to be as successful as possible in school.
- **The key to inclusion is COLLABORATION:** between special educators and general educators, between parents and educators, between related service staff and teachers, between teachers and administrators. Schools need to make a commitment to ongoing teamwork.
- People involved with inclusion need to be **creative, flexible, and willing to work together** as they develop new ways of meeting the needs of widely diverse students.
- Special education at inclusive schools must be viewed as a **support service to the general education process,** not as a separate system.
- **Each school will have unique plans for inclusion** and should not look for a quick recipe from someone else but use a variety of resources to develop their own expertise.
- **Inclusion is not finished**. We are still learning and growing together, looking for the best solutions, and supporting each other as we chart new territory together.

Good luck to all of the parents and educators who are willing to support all students in their home communities. We dedicate this manual to you!

The MESH Manual

This manual provides guidelines for the development of inclusive schools, with examples from two elementary schools in the state of Washington. It is organized around the key components of an inclusive school:

- **The Schools**. A description of the current program offerings at both schools.
- **The Change Process.** This section of the manual outlines the building-based change process as it was used at the project schools. It includes a description of the change process and a storyline of how the process occurred at each school. Appendix B includes the core team meeting notes from both schools.
- **Teamwork** includes effective teaming practices, descriptions of teams related to inclusion, and role descriptions.
- **A Community of Learners** includes strategies for building community in the schools and in the classrooms.
- **Individual Student Planning** outlines the program planning process for students with moderate or severe developmental disabilities as it was used at the Project MESH schools. This section also discusses curriculum adaptation and gives examples of adaptations used at the project schools.
- **Appendix A** provides the reader with a list of references used by Project MESH, as well as resource catalogues that can be ordered.
- **Appendix B** contains the Core Team meeting notes for year one from both schools.

Each section of the manual can be used independent of the others, although all of the components are important to the success of an inclusive school. The Project MESH staff and the staff at these schools offer this story in the hope that schools around the state will benefit from our three years of experience with inclusion.

THE SCHOOLS

The following descriptions outline some of the important features of the Project MESH schools. Both Emily Dickinson and Silver Ridge Elementary Schools are committed to providing a quality education for all their students, including those students who have disabilities. The inclusion of all students in general education classrooms is only one of the project schools' major restructuring efforts. Many of the school features described below are particularly compatible with the inclusion of students with disabilities (e.g., active learning, non-graded programs, use of technology, restructured teacher planning time).

"Reach for the Rainbow"

Silver Ridge Elementary School is located in Central Kitsap School District in Silverdale, Washington. The school serves 660 students from preschool through grade six. The Silver Ridge program was created after two years of work on the part of the faculty and parents to provide a responsive education to meet the needs of their children and families. Their efforts are an application of the ideas developed in the district's Strategy 2020 recommendations for restructuring schools. The staff combines best practices in education with state-of-the-art technology in the classroom.

Project MESH began in 1989, with the staff at Jenne Wright school. The planning principal for Silver Ridge school was the principal at Jenne Wright, a small K-1 primary school. At that site, a group of students with developmental disabilities had been included in general education classrooms. The emphasis of the Project MESH core team was to incorporate the philosophy and special education services that had been developed at Jenne Wright school into the programs offered at Silver Ridge school.

One of the core beliefs developed at Silver Ridge is that students need to be active learners. Everything at Silver Ridge involves students, including tours of the facility and demonstration of technology.

Meeting individual students' needs

Students at Silver Ridge are grouped by grade level, but teachers use team teaching to ensure that students with special learning needs have instruction fine tuned to those needs. Every effort is made to ensure that students' needs for acceleration or remediation are met. Flexible assignment of students to reading and math groups and attention to the curricular needs of individual students reflect this goal.

Special education offered in the classroom

All special education at Silver Ridge is offered in the regular classroom. Special education and general education teachers co-plan the program for special education students. Often special education paraprofessionals may be assigned to the general education classroom to assist with implementation of individual education programs.

Cooperation, skills in thinking, and basics

While "basics" are always most important at Silver Ridge, students also concentrate on acquiring the skills they will need in the work place: cooperation, problem solving, and decision making. The curriculum at Silver Ridge is planned in an integrated fashion by the whole staff. Reading, math, science, and social studies objectives may be covered in the same lesson using a building-wide theme. Thinking skills are taught in every grade level in conjunction with each theme, and students are constantly required to make connections between what they are learning and the thinking skill embedded in each lesson.

Technology enhances learning

Technology complements every aspect of the Silver Ridge program. The building is networked with 200 computers. Video technology includes 22 video presenters throughout the building that project video images onto large screen TVs in each instructional area.

School days allow enrichment and planning

The school day at Silver Ridge is slightly different than at most schools. Students attend classes for six hours and twenty minutes on Monday, Tuesday, Wednesday, and Friday. On Thursday, students are released from classes two hours early. The early release schedule allows staff members an extended period once each week to co-plan instruction, receive inservice, and confer about the needs of students.

During the "early release" time on Thursdays, parents have entered into a joint venture with the community to bring classes and activities to the school. These activities include foreign language instruction, art classes, dance and piano lessons, tae kwon do, gymnastics, and a variety of other interesting topics. This program is organized and run by a parent advisory board that meets monthly.

"A Community of Learners"

Emily Dickinson Elementary School, located in Redmond, Washington, enrolls 585 students in preschool through sixth grade. The Emily Dickinson community in Lake Washington School District has been committed to the restructuring of its educational programs for the past three years.

Prior to participation with Project MESH, Emily Dickinson school had two self-contained classrooms for students with mild to moderate developmental disabilities. The traditional "resource room" program was integrated into the general education program with those services offered in the classroom. Through the MESH planning process, the Emily Dickinson staff decided to integrate all of their students, regardless of disability, into general education programs in September of 1990.

The school currently offers a variety of traditional and nontraditional programs that attempt to maximize learning opportunities for all students. The Emily Dickinson program includes development and emphasis in the following areas:

World class standards

The staff at Emily Dickinson believes that all students can master high level "outcomes" given a variety of instructional strategies and the necessary time. A committee of parents and staff is defining outcomes students should know and be able to do when they leave the school. These outcomes include self-directed independent learners, complex thinkers, collaborative contributors, quality producers, and awareness of self and others. The staff ensures that all students acquire mastery before moving on, that students who need extra help and time to learn receive it, and that all students receive enrichment and challenge activities.

Nontraditional classroom structures

Emily Dickinson offers a traditional graded program at each level. They also provide a non-graded primary program that serves children ages 5-8. These students are grouped in two programs, each with two teachers. The teachers and programs emphasize active learning through the use of developmentally appropriate curriculum, whole language, integrated themes, cooperative learning, manipulative math, and critical thinking skills.

Intermediate multi-age classes provide another placement option for children in grades 4, 5, and 6. Children meet in grade-based classes, then are grouped for different academic and emotional needs or interests. Students help determine the curriculum so that they can develop greater ownership in the learning process. The children stay within the multi-age program during their intermediate years, allowing the teachers to know their individual strengths and needs. Students gain the benefit of exposure to four teachers' strengths and areas of expertise which enrich their learning.

Whole language teaching

Whole language at Emily Dickinson begins with the promotion of reading and writing as lifetime habits and skills. This pursuit is supported through language-rich environments where reading and writing are highly valued and demonstrations are meaningful. Whole language classrooms are characterized by children sharing poetry and prose aloud and selecting books for their own reading enjoyment.

Inclusive schooling

Inclusive schooling allows students with special needs full participation in the regular school routine. Each student is a member of a general classroom program. Special needs are identified and met through individualized program plans established around the classroom schedule. Support is provided to the student and teacher through direct services in the classroom. These services are provided by special education teachers, related service staff, educational assistants, and cross-age or peer tutors. This program fosters caring and understanding throughout the school community.

The staff at both Silver Ridge and Emily Dickinson schools continue to study current school restructuring research. These schools are characterized by their commitment to growth, change, and ensuring success for all of their students through a variety of active learning options. The staff at these schools have been courageous in their pursuit of challenges and change. The Project MESH staff salute their continuing efforts to provide the best educational options for all of their students.

THE CHANGE PROCESS

Schools making a structural change in service delivery at any level will benefit if they follow a basic change process. Project MESH sites have developed inclusive programs through the use of a building-based process accomplished by a core team of administrators, staff, and parents. Acceptance of a new idea takes time for assimilation of knowledge and planning new strategies. Project MESH staff recommend six to twelve months of planning for a building level change process.

Inclusion is a process. It involves both personal and organizational change, and it evolves over time as people develop new ideas and structures (O'Brien, J., Forest, M., Snow, J., & Masbury, D., 1989). Inclusion requires ongoing problem solving and creative, flexible thinking. It necessitates that those involved use collaborative skills as they work together over time.

Schools will restructure dramatically as they move toward inclusion. An important job of the core team will be to develop an action plan that will guide those structural changes. **It is important to note that an action plan cannot effectively be developed until the core team has worked through the steps of the change process.** That process, with stories and examples from the Project MESH schools, is outlined below.

A word of caution. The story of the MESH schools presents an example of how two schools include all students in general education programs. Each school undertaking such a process will come up with its own unique model for meeting diverse needs. It is our hope that our examples will give some guidance, not that they be followed precisely.

INITIAL ORIENTATION STAGE

The goal of this stage in the change process is to familiarize staff, key administrators and parent groups with inclusive schooling.

Provide Background Information

This step involves presenting an overview of what inclusion is, why schools are moving toward inclusion, and the benefits of inclusion.

Schools may want to engage in orientation activities with their whole staff and then invite membership on a core team that would be responsible for moving through the rest of the change process.

> At Emily Dickinson school, the principal asked for participation on the MESH Core Team early in the process. The core team was composed of approximately 15-20 people, half school staff and half parents. Membership on the team was always open and staff, parents, and administrators felt free to attend any or all of the meetings.
>
> The core team at Emily Dickinson included the following people:
>
> Building principal
> General education teachers
> Special education teachers
> Communication disorders specialist
> PTSA Co-Presidents
> Parents of students with disabilities
> Paraprofessional staff
> Special education administrator
> Project MESH Integration Facilitator

It is important to include the building teachers' union representative on the core team, so that communication with that organization can be ongoing. It would also be helpful to include someone from the school district's central administration.

> The core team at Silver Ridge was formed with staff from Jenne Wright school with representation from special services and the Silver Ridge school planning committee. This core team was unique in its composition due to the fact that the planning efforts were to be focused on opening a new building.
>
> The paper "Why Inclusive Schools?" was used at the MESH schools in a discussion and awareness activity. This was done at the first core team meeting but could also be done with the whole school staff as an initial orientation activity. (Refer to Appendix B for a copy of "Why Inclusive Schools?")

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Look at the Research

Build a common knowledge base among school staff or core team members by sharing current research and literature on inclusion. It is important to include "success stories" and articles that present a parent perspective.

> At early core team meetings at both MESH schools, two articles were given to the members for review. At the next meeting, the integration facilitator provided the teams with an outline of those articles. The articles used were "Toward Inclusive Schools" by William and Susan Stainback (currently found as Chapter 1 in Support Networks for Inclusive Schooling) and "The Kaleidoscope: Challenge to the Cascade" by Marsha Forest and Evelyn Lusthaus.

Visit Other Programs

As a school builds awareness and knowledge of a proposed change, it is important to give staff members opportunities to visit other inclusive schools. It may be necessary to send small teams of teachers to a variety of schools and then have them share that information with the whole staff or core team.

> As Silver Ridge and Emily Dickinson schools planned for the inclusion of all students, there were no inclusive schools available to visit. Silver Ridge had already included a group of students in grades K-1 and thus had its own experience on which to rely.
>
> The Emily Dickinson core team watched videos to build this type of awareness. They viewed "Regular Lives" and "With A Little Help From My Friends." (Refer to Appendix A.)

Invite Speakers to Your School

Another option to build initial interest with a school staff regarding inclusion is to invite a speaker to present some overview material, answer staff questions, and provide direction. This is an excellent and cost-effective way of providing the whole staff with some information as well as the opportunity to discuss their questions and concerns.

Explain the Change Process

It is important for staff and parents to know what their commitment to a core team on inclusion will mean in terms of time and outside work. Provide this information as core team members are recruited and at the first core team meeting.

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At both of the Project MESH schools, participation on the core team was negotiated informally by the school principal. In both cases, the principal knew which staff and parents were interested in working with this project. The principals also considered the following types of individuals for their core teams: informal school leaders, students, and those who were doubters. As the ideas were discussed informally among staff members, teachers would let the principal know that they wanted to join the core team or that they were willing to have a student who was in special education in their room next year. It was exciting to see the interest grow!

THE CORE TEAM PROCESS

The goals of the core team are:

1. To lead the school community through a "change process" and develop an action plan for the school;
2. To advocate for inclusive education within the school community;
3. To help the rest of the school community to gain a better understanding of the issues surrounding inclusive education;
4. To plan and provide inservice opportunities for school staff and parents; and
5. To build a library of resources and research about integration.

The First Meeting

The first core team meeting is a good time to review the change process and the purposes of the core team. It is also a good time to discuss "Why Inclusive Schools?" and a piece of current literature on the subject.

At the first meeting, the team should lay the ground rules for future meetings including:

- meeting dates
- assigning facilitation and recorder duties
- length of meetings
- arrangements for meeting room (e.g., size, comfort, restrooms)
- meeting rules (e.g., no interruptions, no side work, be on time, end on time)

Refer to the "meeting notes" (Appendix E) from the first core team meetings at Emily Dickinson and Silver Ridge schools for examples of agenda items and discussion topics. These first meetings were important rallying points for the teams to build excitement and commitment to the project.

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The Mission Statement

One of the first steps toward change is to write a mission statement for the project. It is equally important to discuss a vision for the school. A vision is a phrase that describes the outcome of the change process, such as "an inclusive school."

The mission statement can be a sentence or two that describes the service offered by the school, incorporating the values and philosophies consistent with the school vision. This step in the change process requires that the team begin to focus on a shared dream for the future that will serve as the focus of all future goal setting. As the team develops or changes the school mission statement, or develops a mission for inclusive programs, it is important to review that statement with the school staff and ask for ratification.

Silver Ridge staff were planning for the opening of a new building. The Project MESH core team wrote a new mission statement that was presented and ratified by the future staff:

> "The mission of Silver Ridge Elementary is to create a supportive, nurturing environment celebrating individual abilities. All students will acquire knowledge and develop the self esteem, flexibility and social awareness necessary to become successful life-long learners in an ever changing world."

At Emily Dickinson the core team reviewed and slightly changed the already existing mission statement:

> "The mission of Emily Dickinson Elementary School is to create, support and foster a community of life-long learners."

Note that the MESH schools also spent time at this stage of the change process reviewing the standards that were drawn from the effective schools research done during the early 1980s. This activity was part of the vision setting process during which the teams thought about the service delivery for all students in their schools. (Refer to Appendix B.)

Setting Goals

Goals set by the core team identify areas of change and improvement necessary to reach the vision. The goals should broadly cover the major areas of need (e.g., teacher needs, student needs, and community needs) or planning categories (e.g., collaboration, individual student plans). The goals should be prioritized and a reasonable number chosen to accomplish during a given time period.

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The Silver Ridge core team nominated goals for the special education program at the new school and operationalized those goals at their next meeting. This process helped the team to determine their current status and to identify a future focus for Silver Ridge school. Please refer to meeting notes in Appendix B for those goals.

The Emily Dickinson core team met away from the building for an afternoon to set goals. A group of 17 core team participants including 5 parents nominated goals and then used a colored-dot method to prioritize those goals. Each person was given five dots to place by the goals of his/her choice.

The core team then broke into five smaller teams with a parent, a special educator, and a general educator on each team. Each team took one of the top five goals and listed the components or critical elements that would need to be addressed in order to accomplish that goal. These components were then shared with the larger group.

Conduct a Needs Assessment

The purpose of this step in the change process is to develop a profile of the current status of each goal. This step should help identify which components of the goals are already in place and which will require changes or development.

At Emily Dickinson the small work groups each researched their goal area to determine: (a) what already existed or could be refined, and (b) what needed to be developed. The outcomes of this work were objectives to place on an action plan and identification of key people responsible for accomplishing those objectives. (Refer to forms and examples at the end of this section.)

Action Plan

The next step in the change process is to compile the goals, objectives, resources, people responsible, and timelines for implementation of project plans. It is important to take the action plan to the whole staff at this point to ask for input and gain their approval before proceeding. The plan should be revised based on input from the majority of the staff.

A key component of the action plan written by the Silver Ridge core team was a retreat held in May 1990. The focus of the retreat was the development of a blended model for special services within the new building. Sending teachers shared information about students with special needs who were entering Silver Ridge from other schools.

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At Emily Dickinson school, a small group of core team members (building principal, classroom teacher, two special education teachers, a parent, and the integration facilitator) were responsible for assembling the action plan. The action plan was revised several times before the final draft was compiled. (Refer to action plan forms and examples at the end of this section.)

Implement Action Plan

The core team should continue to meet and review the action plan to ensure that timelines are being met. Feedback from constituent groups should be gathered regularly to check for knowledge, understanding and comfort levels. Additional orientations should be held for both staff and parents to update and disseminate information.

A final meeting was held at Silver Ridge to place the students with developmental disabilities in classes for the following year. Those students were in grades K-2; the intermediate grades planned to include students with learning and behavioral disabilities.

During the core team process at Emily Dickinson, two separate orientation meetings were held for parents. Both meetings were open to anyone but were dominated by parents of students currently in self-contained programs. These were the people who were most directly impacted by this change, and they were naturally concerned about the future plans. Questions from parents were answered by Emily Dickinson staff, other parents (especially those on the core team), and by the integration facilitator.

The last core team meeting at Emily Dickinson was held in June, and plans for August and September were discussed. The action plan was reviewed one more time. The plans at that time involved meeting in August to prepare for the start of school.

Evaluate and Refine the Plan

Inclusion is an ongoing process. Discussion and evaluation are critical to the success of the program. As schools develop action plans for inclusive programs, they should include evaluation of program changes, student learning, and participant satisfaction. Staff need to monitor student progress on IEP goals and objectives, and a core team should continue to monitor satisfaction and progress of the overall program.

The staff at both Silver Ridge and Emily Dickinson schools are often seen in animated discussions around how to make inclusion work for everyone, especially for students. Discussions center on how to meet a student's objectives within the school day or how to facilitate the development of friendships for a particular student. The best conversations are the success stories told and retold which reinforce the reality that inclusion is possible.

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ADDITIONAL PLANNING ACTIVITIES

Some work will need to be done behind the scenes and reported back to the core team. Activities may include finding out where the neighborhood students are currently served, meeting separately with the special education director or other administration personnel, additional orientation meetings for the community, and presentations at staff meetings.

As Emily Dickinson school planned to change from a school with two self-contained classrooms to an inclusive school, a variety of activities besides the core team meetings took place. Some of these activities included:

- Meetings between the MESH integration facilitator, the building principal, and the special education director. The first of these meetings took place before the core team was formed and involved brainstorming ideas for beginning the process of change at the school. The project implementation agreement was discussed, dates were set for orientation meetings for the staff and parents at Emily Dickinson and the staff at Gordon Hauck school (a school that served many of the district's students with severe developmental disabilities). Upcoming conferences, literature to read, inservice training needs, and formation of the core team were other topics of discussion. A later meeting was used to discuss criteria for moving students "home" to Emily Dickinson from other schools. Ongoing phone contact was maintained with the director, who received all meeting notes and literature. Discussions included topics such as which students would be at Emily Dickinson the following year, how much paraprofessional support the school would receive, and what would happen to the existing self-contained classrooms.

- A meeting was held with the principal of Gordon Hauck school, the principal of Emily Dickinson, the special education director and the integration facilitator to plan for transition activities. The integration facilitator presented information about the project to the staff at Gordon Hauck school.

- Staff from Emily Dickinson were sent to "Schools Are For All Kids" training offered by the California Research Institute and to the "Focus '90" conference on inclusion in Victoria, B. C.

- A meeting was held for parents of students at Gordon Hauck school to explain the project and to create interest in moving students to Emily Dickinson if it was their neighborhood school.

- A library of articles on the subject of inclusion was catalogued and made available to the staff at Emily Dickinson.

- Preliminary evaluation data for Project MESH revealed staff concerns and inservice needs that were discussed by the core team.

- A presentation by Dr. Gary Rude from the Association of Washington School Principals on problem-solving and change at the building level was held for the whole staff at Emily Dickinson.

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ADDITIONAL THOUGHTS ON BUILDING-BASED CHANGE

- Change is accomplished by individuals. It can be imposed, but lasting change must be owned.

- Change is a highly personal experience . . . the need for change must be felt by those potentially impacted.

- Allow TIME for change to happen . . .

  Time to plan,
  Time for people to think,
  Time for people to digest new ideas,
  Time for people to talk, and
  Time for people to create together.

- During the change process, document and reward progress made by individuals. Monitor and reward changes in values, attitudes, and behaviors.

- Set priorities . . . don't try to change too many things at once.

- Develop a system for communicating all aspects of the change process to staff that is both two-way and face-to-face. (Avoid just posting bulletins).

- Develop a strong public information program emphasizing the goals of the program to the community and parents.

- Ensure that all affected parties ratify all steps in the process (e.g., mission statement, goals, action plans). Hold ratification meetings.

- Allow teachers flexibility to opt for second year involvement if they need to "see" to "believe." In other words, make involvement in the project voluntary.

- Be sensitive to fears of teachers, parents, and administrators. Provide current information as needed and maintain open communication between all parties. Allow time at meetings for sharing concerns as they develop.

- Stay flexible and creative.

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NEEDS ASSESSMENT FORM

GOAL:

INDICATOR	CURRENT STATUS	PROJECTED NEEDS

Example of one page of the Emily Dickinson Needs Assessment work.

NEEDS ASSESSMENT FORM

GOAL: Develop a plan to address the specific needs of teachers.

INDICATOR	CURRENT STATUS	PROJECTED NEEDS
I. Class Composite: A. 1 Class size (# of students)	- average 1:25 - differs per grade level	1. Students with special needs should be included in regular class size (not on top of). 2. Class composite should be based on needs of students (so may be reduced or additional staff).
2. Physical size	- constant by state guidelines	1. Class setup should reflect individual needs. Number of students may vary based on physical needs (i.e., equipment, furniture, etc.) 2. Specific barriers should be taken into account.
B. Student make-up	- students with mild to moderate developmental disabilities are in self-contained classrooms. - general education classrooms based on age, parent request, random assignment.	1. Students are placed into regular education classrooms based on: a. naturally occurring proportions, b. with awareness of total significant needs in any one class, c. teacher's acceptance and understanding of the program.

CORE TEAM ACTION PLAN

Goal Area/Objectives	Strategies to Facilitate Implementation	Resources Needed	Person Responsible	Target Date	Comments

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Teacher Needs					
A. Identify class lists (esp. placement of students with special needs.	1. Guidance team will work on class placements 2. Identify teachers who wish to be involved. 3. Attempt to students who are already 'friends' with students from self-contained classrooms in their same class whenever possible.		Jeff/Ed/ Guidance Team	ASAP	
B. Provide inservice opportunities	1. Information about disabilities		Chrysan/ Steve/Susan	6/90	
	2. Information on collaborative teamwork (including info on IEPs, ongoing teaming across disciplines).	Rick Stendera	Chrysan/Jeff	9/90	
	3. Information on peer support systems	Local staff dev. Summer Institute	Chrysan/Steve Susan	9/90	
	4. Schedule video presentations a. Videos will be available to check out. b. Paula/Steve show in their rooms.	Regular Lives	Steve	5/90	
	5. Inservice on instructional techniques which may facilitate integration.	Refer to Restructuring Core Team		Fall,90	

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Teacher Needs					
	a. Cooperative Learning				
	b. Whole Language				
	c. Direct Instruction				
	6. Behavior Management Techniques	Jane Andrews or Rick Stendera	Chrysan	6/90	
	7. Schedule training for T.A.s and I.A.s		Susan/Steve	9/90	
	8. Schedule training/visitations for support staff on in-class delivery model.	Contact Joyce V. or Jane Andrews	Chrysan	9/90	
	9. Invite parents to attend all inservice presentations.		Fran Drobnicki	Ongoing	
C. Develop guidelines/procedures for teams to use when working with a student with significant needs.	Research other examples. Coordinate with teaming inservice.		Steve/Ed	6/90	
D. Develop a plan to ensure adequate planning time for teams.	Refer to Restructuring Core Team		Pierina	6/90	

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Teacher Needs					
E. Develop a schedule for accommodation of visitors to Emily Dickinson.	Suggestions: Begin in January Allow one day/month for visits		Jeff	9/90	
GOAL AREA: Student Needs					
A. Develop a disability awareness curriculum.	1. Continue current programs - "Handicapable Awareness - Lee Broussard assemble - "Kids on the Block" - M.L. King Birthday			90-91	
	2. Plan a specific awareness campaign for spring, 90, to include:		Israel, Paula Pierina, Susan Clark	5/90	
	a. Showing of video "Regular Lives" to all grade levels.	Obtain copy of "Regular Lives"	Chrysan		
	b. Videotape panel of 4th and 6th graders and teachers.	Contact Joe Bisignano	Chrysan	5/90	
	c. Provide each teacher with a list of follow-up questions.	Develop questions			
	d. Talk to students at each grade level re students with special needs who may be with them next yr.		Steve/Susan	6/90	

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Student Needs					
	e. Survey students about "in" activities, likes, dislikes, etc. to facilitate interaction with students who may have disabilities (will also help adults w/IEP planning).	Develop survey	Susan/Steve	6/90	
	3. Develop a plan for awareness activities to use the first week of school in September. a. Inclusive themes such as "I am special" or "We're More Alike than Different". b. Include social skills training. c. A "live" panel discussion.	-Skillstreaming -Warm Fuzzy series -ASSIST Program	Paula/Israel/ Pierina/and Kay Mullen	6/90	
	4. Gather appropriate children's literature.	Everyone's help to locate the best books.	Chrysan/ Jane Tracy/ Paula/Pierina	90-91	Ongoing
	5. Collect specific strategies for use in the classroom.	Locate resources	Chrysan/Steve Susan/Support Staff	90-91	
	6. Schedule speakers for assemblies.	Refer to Restructuring Core Team Assembly Committee			
	7. Start lunch swap program btn. self-contained and regular classrooms.		Susan/Steve	5/90	
B. Develop peer support systems	1. Develop plans for types of systems to be used.	Research information on: peer tutor systems, peer buddies, Circle of Friends MAPS	Steve/Susan Chrysan	8/90	
	2. Regular ed. staff identify potential students.			9/90	

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Student Needs					
	3. Schedule training for student student helpers.		Steve/Susan	Fall/90	
	4. Begin Circle of Friends, MAPS as needed	Summer Institute training	Steve/Susan/ Chrysan	90-91	
	5. Use students with experience as peer helpers to work as student facilitators in classrooms.	Use current resources!	Israel	Fall,90	
	6. Talk to Evergreen Jr. High re: cross-age tutors		Jeff	90-91	
C. Coordinate with social skills curriculum to provide training on issues related to disabilities, appreciation of differences, etc.	1. Form small staff team to look at curriculum currently in place.		Peer Awareness group w/Kay Mullen	90-91	
	2. Add new components to existing curriculum.				
D. Ensure that no services are lost to any students.	1. Establish IEP process to include parents, regular and special ed staff, bldg. principal, peers, etc.	Inservice parents on new model. Inservice regular ed staff on IEP process.	Special Ed staff.	6/90	
	2. Identify IEP teams for each student.	Must know placements		5/90	
	3. Explore possibility of T.A.s being on IEP teams	$ to pay T.A.s	Jeff/Steve/ Susan	6/90	

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Student Needs					
	4. Plan for flexibility on IEPs.	O.K. from Joyce	Sp.Ed.staff	9/90	
	5. Provide information to regular classroom teachers on student needs and teaching techniques.		Sp.Ed. staff	6/90	
E. Identify necessary resources	1. Plan aide time necessary for each student.	IEPs, current needs	IEP teams	6/90	
	2. Plan for other needs (support staff, equipment, etc.).	IEPs, specific student needs.	IEP teams	6/90	
F. Identify services which cannot be delivered in the classroom.	1. Plan for work area outside of classroom (to be used only as necessary).	Old special ed classes	Sp.Ed.staff IEP teams	9/90	
	2. Look at need for adaptive PE	-Aide time for PE -Consultation time for PollyVaughn w/ OT/PT as needed	Chrysan/OT/PT/Polly Vaughn	9/90	
GOAL AREA: Community Awareness					
A. Develop a theme of "inclusive community".	1. Use symbols, reader board, sweatshirts, bumperstickers, etc.	Restructuring Core Team "Theme Committee" with Kay Mullen			
B. Develop a school-wide curriculum for building responsibility for others.	1. Request help from total faculty		Paula C.	Begin 5/90	
	2. Form a faculty team w/PTSA				

Project Mesh

Core Team Action Plan

OBJECTIVE	STRATEGIES TO FACILITATE IMPLEMENTATION	RESOURCES NEEDED	PERSON RESPONSIBLE	TARGET DATE	COMMENTS
GOAL AREA: Community Awareness					
C. Develop a resource library.	1. Develop a system for checking out articles on integration.	Current bibliography	Ed/Chrysan	6/90	
	2. Develop a list of instructional strategies for use in the classroom.		SpEd staff	90-91	
	3. Collect resource books and articles	Journals	Chrysan/ Jeff	90-91	
	4. Start a collection of books for students to read about disabilities.		Jane/Staff	90-91	

CORE TEAM ACTION PLAN

Goal Area/Objectives	Strategies to Facilitate Implementation	Resources Needed	Person Responsible	Target Date	Comments
To develop and maintain philosophy of special education which provides for each student having his/her needs met in the least restrictive environment.	1) Teacher inservice including videos, testimonials and information about student needs.	$ to provide subs, room rental and a speaker	B. J. Wise	6/4/90	
	2) Student placement meeting to group students and place them in appropriate classrooms.	$ for subs.	B. J. Wise	6/90	
	3) Include all intermediate staff in opportunities for visitation and training.	1) Visit to Mt. Vernon 2) Visit to Olympia	S. R. Staff	2&3/91	
	4) Have a retreat to plan how to provide LRE for students.	$ for room rental, meals, speaker	B. J. Wise BBM Team	5/91	
	5) Mild students all placed in LRE and provided services.	Bldg procedure which precludes pullouts.	Staff	9/90	

CORE TEAM ACTION PLAN

Goal Area/Objectives	Strategies to Facilitate Implementation	Resources Needed	Person Responsible	Target Date	Comments
To ensure appropriate educational programs for students with moderate and severe disabilities.	1) To develop activity based IEPs for all moderately and severely handicapped students.	a. Inservice on functional curriculum b. Use Syracuse Curriculum Guide	Susan, Jeanne, Jane Barbara, Susan Davey		To provide teachers with knowledge about appropriate factors to include functional curriculum.
	2) To develop a self review process to be used twice annually.	Time needed for consultation	Susan Davey Chrysan		
	3) To continue consulting with teachers on appropriate strategies to meet st. objectives.	Time to consult and support of teachers for the model	Susan Davey All Assts. K, 1, 2 Tchrs.		
	4) To develop an evaluation model which gives meaningful feedback regarding program effectiveness in regard to teacher and parent attitudes.	Cap Peck will develop and administer an evaluation instrument to measure growth	Randomly selected parents & staff who work with moderate/severe students.		

TEAMWORK

A school-wide commitment to collaboration is essential in an inclusive school. Teachers and administrators rely on a sharing of expertise as they develop new ways of meeting very diverse needs within general education programs. Staff at the Project MESH schools have identified needs related to both procedural and interpersonal aspects of team functioning. They need to accomplish the tasks of teamwork (e.g., defining roles and responsibilities and developing new methods for service delivery) and derive personal support through communication and problem-solving efforts (Gallucci and Peck, 1991).

The teaming structures that are being used at the MESH schools have developed from the need to plan, create, and problem-solve together. They have evolved naturally. Outside structure has been imposed only in the form of information on effective teaming practices. It is important to stress that the teams a school chooses to create be context-specific and perceived by staff as critical to the success of inclusion.

EFFECTIVE TEAMING PRACTICES

Many creative program plans have been hatched at team meetings. Adults and/or students working together bring different strengths, expertise, and viewpoints to the discussion of issues. Effective teams produce creative ideas and are able to develop successful programs for their students rather than rely on standardized practices. Resources on teaming and collaboration are listed in Appendix A. A few considerations for supporting team development are outlined below (Fox, T. & Williams, W., 1991).

- Shared Team Goals. It is important that team members know why they are in existence. Defining one or two broad team goals will establish a focus for collaboration.

- Team Meetings. Teams need to decide on a regular time and place to meet based on team function and the schedules of those involved. Meetings should start and end on time. The time for meetings should be honored . . . a meeting can always be canceled if the members agree that it is not necessary. It is sometimes helpful to agree to some meeting rules, such as no side conversations or extra activities (knitting, correcting papers, etc.).

- Agenda. There should be an agenda for every meeting. Team members can list agenda items during the week on a common list, an agenda can be generated at the end or beginning of each meeting, or a team meeting form can guide the agenda (as long as there is a chance to add new items).

Proposed agenda items should be prioritized, and meeting time should be spent on the most important items only.

- Assign Roles. The roles of the facilitator, recorder, and timekeeper may rotate, but should be assigned. The facilitator is responsible for setting the agenda, leading discussion, keeping focus, and moving the meeting along. The recorder keeps written notes of the important points of the meeting, especially those items that require further action. He/she is also responsible for distribution of the minutes to all members of the team, building leaders, and a file.

  The role of the facilitator may tend to fall on one person. In an inclusive school at student planning meetings, that person may be the special education teacher. However, it is important to consider sharing that role in order to build ownership on the part of all team members.

- Share responsibilities. As mentioned above, it is important to share planning responsibilities. The facilitator will need to enlist the help of all team members to divide tasks generated and to set timelines for completion. An agenda form may be useful for this purpose. (Refer to forms and examples at the end of this section.)

- Adopt a problem-solving process. As teams work to create new ways of serving all students in general education programs, points of conflict will arise. Group work is process-oriented and assumes that each member will bring unique strengths and points of view to the table. Effective teams will agree to disagree at times and will have a process for working toward consensus. One such process is outlined below (Bolton, 1979):

  1. Define the problem in terms of needs, not solutions (e.g., we need to figure out ways in which Johnny can be involved in all school assemblies).
  2. Brainstorm possible solutions (list all possibilities -- don't evaluate).
  3. Select three options that seem best and discuss the consequences of each.
  4. Based on discussion, select or modify an option to try.
  5. Decide who will do what, where, and when regarding implementation.
  6. Decide when to meet again to evaluate and make revisions if necessary.

DESCRIPTIONS OF TEAMS RELATED TO INCLUSION

Core Teams

The Project MESH schools established broad-based core teams to oversee the change process and planning for inclusion. Those teams developed action plans during the first year of the project to guide that process. (See section on change for a description of the core team process.)

Some schools may want to continue the core team as a school-wide oversight committee. The continuing goals of the committee might be to evaluate and refine the inclusion process, determine ongoing inservice needs or maintain communication with parents, community members, and district administrators.

> The Emily Dickinson Core Team continued to meet during the second year of Project MESH. Those meetings facilitated communication between the school and the parents who had been actively involved in the planning process. Success stories were told and issues were discussed. The meetings were held three to four times during the school year.

Support Staff Teams

Support staff team members include the special education teacher(s), the communication disorders specialist, the therapists, and the school principal (if possible). The purpose of this team is to discuss the delivery of special services to the students with developmental disabilities who are being served in general education classrooms. The agendas of these meetings may include review of a particular child's program each week (classroom teacher invited), development and coordination of instructional programs, training of paraprofessionals, scheduling issues, and other program- or student-related issues.

> At Silver Ridge, the support staff meet once a week. The meetings include the special education teacher, the communication disorder specialist, the occupational therapist, the physical therapist, and the classroom teacher (depending on the student). One of the primary concerns of these meetings has been to focus on those students with augmentative communication needs and to plan for their technical support throughout the day.
>
> At Emily Dickinson, the support staff meet in the principal's office once a week for lunch. The principal joins them whenever he can. This meeting is called the "Kid of the Week" meeting and the agenda includes a review of one student's program each week. Other program issues are also discussed at this meeting. The team has chosen to use the ETC form for meeting notes. (Refer to forms and examples at the end of this section.)

Individual Student Planning Teams

The purpose of the student planning team is to enable classroom staff and special education staff to work together to plan and implement instruction for individual students with special needs in typical school environments. The makeup of the team may vary by student or class, but will usually include the classroom teacher, the special education teacher, and the paraprofessional. Optional or invited members of the team might be the parents, classmates, the student, the occupational therapist, the communication disorder specialist, the physical therapist, the school principal, or the school psychologist (Lincoln Middle School, 1991).

This meeting is likely the most important tool for developing an appropriate program for a student with disabilities in an inclusive classroom. Many creative ideas come from these "meetings of the minds." The classroom teacher feels supported by the specialists, and the specialists are able to learn about the classroom day. **It is not recommended to attempt inclusion without commitment to individual student planning meetings.**

At Silver Ridge school, the E-mail system provides a means of ongoing dialogue between special education personnel, classroom teachers, and paraprofessionals. On-the-spot problem-solving, brainstorming, and observations occur throughout the day. Formal team meetings occur most often on Thursdays, which is an early release day.

At Emily Dickinson school, the special education consultant meets with each of the classroom teachers twice a month. That number of meetings seems to work for the consultant who has a large number of teachers to team with and for the classroom teachers who have many demands on their time. A team meeting form has been developed in an attempt to gather the most pertinent information from these meetings. The form reflects a desire to keep the meetings focused, to keep notetaking as simple as possible, to assign responsibilities as needed, and to capture those wonderful stories of success. (Refer to forms and examples at the end of this section.)

The meetings are scheduled at the first of each month and the schedule is delivered to everyone involved. The meetings occur before school, after school or at lunch, and last about 30-45 minutes. Teachers report these meetings to be invaluable sources of information, personal support, and program planning.

Additional Teams

A meeting between the special education consultant and the paraprofessional staff is essential. This meeting should be used for communication of policies and procedures, for training regarding student programs or classroom procedures, or for problem-solving.

The special education consultant may also be part of some general education teams such as grade-level teams or teaching teams. This involvement is especially beneficial if the special educator is team teaching with classroom teachers. It will increase communication with the classroom teachers if the special educator understands the general education curriculum and will provide the specialist with increased understanding of needed adaptations.

It is important to note that additional meetings should not be added to staff responsibilities when existing teams could accomplish similar or same tasks. Part of each school's planning for inclusion should be an analysis of how current teaming structures could meet the needs of an inclusive program.

The benefits of working together across disciplines are immense in view of the challenge of developing creative programs that meet a variety of needs within one program. Changes are stressful and personal support can be derived from

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talking about the challenges together. There is comfort in brainstorming new ideas, assigning tasks, and celebrating together the success of new learning and friendship development for students.

An inservice on effective teaming practices was held at Emily Dickinson for the whole staff. The inservice covered effective teaming practices as well as communication and negotiation skills.

At Silver Ridge, the special education teacher is involved in the planning and implementation of Thursday morning's cooperative group projects. Sharing in these responsibilities is invaluable to her understanding of the general education system.

ROLE DESCRIPTIONS

Special Educator

The role of the self-contained special education teacher will change dramatically in an inclusive school. He/she will need to serve the school as an effective consultant. An important inservice need for the special educator is information on consultation and collaboration techniques.

The special educator will need to learn about inclusive programming and support options for students (friendship facilitation, Circle of Friends, peer buddies, peer tutors, etc.). He/she will also need to become familiar with the general education curriculum and instruction. The more the special educator can learn about what goes on in the classroom, the easier it will be to communicate with the teacher and to plan participation and adaptations for the student. It is helpful for the consulting teacher to attend as many general education inservice opportunities as possible and to participate on planning teams with the classroom teachers.

The special education consultant will be the coordinator of services for his/her students. This job requires coordination of time, tasks, and people. The role demands that the consultant team with classroom teachers, related service personnel and paraprofessionals. It requires timely preparation of materials, equipment, written programs, and schedules for the paraprofessionals. Special training in management systems including scheduling techniques, use of communication systems (e.g., E-mail, memo forms) and the use of meeting note forms may be useful. The special education consultant may also benefit from techniques for managing student programs and data.

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The staff at Emily Dickinson developed the following description for the special education consultant:

1. Coordinate individual student planning teams and/or develop a regular schedule of those meetings.

2. Provide ongoing, systematic planning for students with disabilities to include:
    - appropriate assessment
    - writing IEPs and related documents
    - writing individual student programs
    - coordination of program implementation
    - monitoring programs and making revisions

3. Collaborate with teacher and team to create appropriate IEP objectives, adaptations, student schedules, peer interactions, and to provide other necessary support to the classroom.

4. Provide classroom staff with training to address IEP objectives where necessary and appropriate.

5. Provide the teacher and paraprofessionals with information on disabilities, medical concerns, and equipment operation.

6. Plan and provide systematic training for paraprofessionals.

7. Collaborate with teams to schedule and supervise roving paraprofessionals. Evaluate those paraprofessionals.

8. Provide classrooms with disability awareness information as requested.

9. Recruit, train and schedule cross-age tutors.

10. Suggest and/or coordinate other support options such as MAPS, Circle of Friends, peer tutors, peer buddies, etc.

11. Gain knowledge of grade level Student Learning Objectives (SLOs) to facilitate coordination of goals and objectives for students with disabilities with the general curriculum.

The special education consultant at Silver Ridge spends time in classrooms leading literature groups or other small groups. She feels it is important for her to share teaching responsibilities whenever possible with the classroom teachers. She spends most of her time in classrooms supporting her students, as well as other children who need individual help.

The traditional special education responsibilities of assessment, IEP development, and program writing have been retained by the consultant, although input from the classroom teacher and other team members is encouraged. The consulting teacher coordinates all the student planning team meetings and provides training for paraprofessionals and cross-age tutors. Teachers at the MESH schools have appreciated the expediency with which the special education consultants respond. On-the-spot problem-solving is a large part of their job.

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Classroom Teacher

The role of the classroom teacher will vary from school to school, student to student. Some teachers have special education training and feel comfortable having a child who has significant needs in their rooms. Other teachers will grow more comfortable over time. It has been the experience of Project MESH that teachers naturally take more responsibility for students with disabilities as they get to know them, as they experience growth for those students, and as they see the acceptance and feel the support of the rest of their students.

The teacher is the facilitator of growth and learning in the classroom. He/she models interaction with the student with disabilities, facilitates friendship development, and helps classmates to process new information and new interactions. The classroom teacher collaborates with the planning team, provides input for the IEP and program adaptations, and provides information about classroom expectations and themes.

Two aspects of inclusion may be difficult for some teachers. One is the newness of having extra adults in the classroom. Many teachers feel some discomfort with "being watched" or with added confusion. With time, and when positive relationships and trust have been built, these feelings usually fade. Another area of discomfort may be communication with the parents of the students with special needs. Those parents are sometimes used to daily communication and quite a degree of knowledge regarding their child's program. That information has traditionally been provided by the special education teacher because the students are often incapable of delivering it themselves. The Project MESH staff have advised teachers to talk openly with parents and with the rest of the planning team about what amount of communication they can manage. It is important to look for creative alternatives such as having paraprofessionals write home, having students record stories of success, or using a weekly report form for updates. Most teachers have begun using a daily steno notebook that travels with the student and is written in when time allows or events demand.

A teacher at Silver Ridge school who has had students with developmental disabilities in her first grade classroom for four years attended a summer institute for special educators last summer. She took a week-long course on curriculum for students with moderate to severe disabilities so that she could understand the needs of her students. Other teachers have picked up knowledge about what is important for students with disabilities by listening to specialists and parents, and by learning through trial and error those things that seem to work best. Teachers at both the MESH schools have found that many of the teaching practices that are effective for the majority of students seem to work well with the children who have special needs also.

The teachers at Emily Dickinson have defined the role of the classroom teacher as follows:

1. Welcome the student(s) with disabilities as a member of the class.
2. Get to "know" the student(s) . . . enough hands-on to do that.
3. Collaborate with the planning team at regularly scheduled meetings.
4. Collaborate with the team to give input for IEP objectives and necessary program revisions.
5. Collaborate with special education staff regarding needed adaptations (including material, environmental, support, and presentation options).
6. Provide special education staff with information on curriculum, themes, schedules, classroom expectations, and activities.
7. Communicate with parents as needed (to be worked out with the team, including parents).
8. Supervise/evaluate paraprofessional staff placed full-time in classrooms.
9. Train paraprofessionals in regular education curriculum, when necessary.
10. Model appropriate ways of interacting with the student.
11. Provide disability awareness activities with support from special education staff.
12. Facilitate positive social relationships among children.
13. Be aware of and responsible for safety and medical precautions.

Paraprofessionals

The role of the paraprofessional is critical to the success of an inclusive program. The teaching assistants provide the front-line support for students with disabilities in the general education classroom. They provide strong support for the individual academic growth of students with special needs, as well as support for students' physical and/or emotional needs, and friendship facilitation. They also provide assistance to the classroom teacher and classmates.

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It is important that the role of the paraprofessional be developed and defined at each school. The paraprofessional should provide assistance to the whole class(es) and to the teacher(s) and not be an appendage to one student. The presence of an adult can often get in the way of friendship development and learning that happens naturally between students.

The teaching assistants should be included on the teams that plan for students with special needs. Their input to the team is invaluable because of their close contact with the students. The paraprofessionals will also benefit from a regularly scheduled meeting between themselves and the special education staff to discuss issues related to the overall program that supports students with disabilities in general education classrooms.

The role of the teaching assistant can be a difficult one. Encouraging assistants to be full-fledged team members with certified staff is one way to avoid burn-out, under-use of individual talents and knowledge, and a sense of under-value or under-appreciation of the assistants (Lincoln Middle School, 1991).

The paraprofessional staff are often the ones who actually deliver instruction or implement the programs developed by the special education consultants. Because of the importance of this role, the teaching assistants must be trained to deliver instruction appropriately. The most pertinent training is accomplished in the context of the instruction. It is also important for all instructional staff to understand the philosophy and rationale for inclusion and the overall purposes of the program, as well as be provided with ongoing systematic training as they define their needs. An important facet of ongoing training is accomplished by including paraprofessionals on the planning teams.

The paraprofessionals at the MESH schools are recognized as the backbone of the programs. These assistants help develop many of the instructional programs for students under the guidance of the special education staff, create many adaptations, take data, keep anecdotal records, maintain good relationships and communication with parents, assist other students in the classrooms, facilitate the development of friendships, answer questions about disabilities, support teachers in many ways, and generally set an example of excellence for all. Everyone at Silver Ridge and Emily Dickinson schools recognizes that the paraprofessionals have been critical to the success of the inclusion efforts.

Related Services

Many students who have moderate or severe disabilities have communication or therapy needs. Communication disorder specialists (CDS) and occupational and physical therapists provide added expertise for students with special needs as well as other students in the inclusive school.

The CDS is vital to the program, because language is important in all areas of school life. The CDS has the skills to provide vehicles for communication between friends, between child and teacher, and between child and parent. The role requires frequent decision-making, materials production, and coordination with team members. Language facilitation in the classroom can be especially meaningful when students in the class are included in the decisions about what works or not and what words or phrases are important (Lincoln Middle School, 1991).

Occupational and physical therapists help students to become fully active participants in school life. These consultants provide expertise that can help the teachers understand how to best make adaptations in the environment and allow for the student to participate in normal school routines.

The CDS at Silver Ridge school has analyzed the communication needs for a student who is nonverbal. She has developed communication boards for him made of picture symbols and invited his peers to learn how to use them with him. She has empowered this boy to gain control in his world by making choices throughout his school day. She is currently ordering a voice-activated communication device that will further enhance his opportunities to interact with his friends.

The occupational therapist at Emily Dickinson school has been critical to the success of the project. Early in the first year of inclusion, she trained both classroom teachers and paraprofessionals on lifting techniques, transfers and ways to arrange the classrooms for students. She has helped set up functional programs for students with moderate or severe disabilities, including a community-based grocery shopping program for two girls in sixth grade. She has helped with morning routines for students, adaptation equipment for computers and tape recorders, and setting up a jobs and chores program that has been beneficial to many of the students with special needs, as well as the staff in the school.

The above descriptions are about staff who have day-to-day planning roles in an inclusive school. There are many more support staff at these two schools who serve vital functions. These include itinerant teachers (vision, hearing), physical education teachers, music teachers, librarians, office staff, custodians, and school bus drivers. School administrators who believe in inclusion and who are creative problem-solvers are also critical to the process. Administrators need to support staff development, creative planning options, team building, and decision-making at the building level. The most important ingredient for inclusion, though, is the team effort. Staff must support each other in many ways as they work hard to create the best options for all students.

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Support Staff Meeting Form - Silver Ridge School

TEAM MEETING FORM

STUDENT'S NAME ____________________ **DATE** ___________ **SCHOOL** ________________

REASON FOR MEETING:

INTEGRATION SITUATION:

CONCERN:	PLAN:	RESPONSIBLE PERSON:

Silver Ridge School 1992

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Example - Silver Ridge School

TEAM MEETING FORM

STUDENT'S NAME ______________ **DATE** 1/7/92, 1/14/92 **SCHOOL** SR

REASON FOR MEETING:

ADAPT SCHEDULE

INTEGRATION SITUATION:

BARB J., BARB S., NANCY T., CAROLE R. , SUSAN D.

CONCERN:	PLAN:	RESPONSIBLE PERSON:
TONY'S SCHEDULE		
Arrival	Arrival Board	
9:05 Lunch - Money Board	Money Board	
9:40 Math Computer Group	# line	Nancy - Unicorn Board Carol - MACAW
Bathroom		
Reading	MACAW change each week Train Gail and Nancy S.	Nancy - Thurs 2pm Carol
Lunch		
Recess	Needs Social Board	Carol
PE/Music (w/Barb S.)		
Story (12:45)	Choose book Tues - make board to answer questions	Nancy/Carol
Bathroom		
Science - Directions	Board - Go/Stop Right/Left	
Solar System	Balls - shapes, colors, sizes	
1:45 - 2:00 Specialist	Letter programs	Nancy - Train Thurs
2:00 - 2:15 Recess		
2:15 Computer/Health	Mary does PT Program	

*ETC

Meeting ____________________

Date ____________________

Attendance ____________ ____________
____________ ____________
____________ ____________
____________ ____________

Concern	Procedure/Action	By When	Major Responsibility	Disposition/ Comments

*Educational Team Communication Form (EEU, 1977); Program Development Services; University of Washington; EEU, WJ-10; Seattle, WA 98195; rev. 1989 032189B(PM:FM)

Example: Notes from a support staff meeting at Emily Dickinson

EDUCATIONAL TEAM COMMUNICATION FORM

Meeting: "Kid of the Week"

Date: 9-4-91

Attendance:
Susan
Syd
Chrysan
Jacquie
Ann
Jeff

Concern	Procedure/Action	By When	Major Responsibility	Disposition/Comments
Date for Tuesday Meeting	Change to Monday so Barb N can participate	9-10-91	JE	(Not sure yet) Barb will be an invited member
Visitations for MESH	Postpone visits until after September; discuss procedures for visit	10-1	All	Susan to discuss with Jeff
Debra B (2nd grade)	Quick Study - learns routine fast Video Tape - Jacquie to buy •Additional TA time needed - call Dan then Riverview. (Asking for additional hours from Riverview) •Money concerns for equipment: -Touch Talker? -Unicorn Board? -Adaptive ________ card? -Computer •Support for Annette Observations: likes/dislikes, capabilities, activities, jobs Teacher sending Susan records	9-4-91	Jeff to call Dan All	Jeff called; Dan will respond

Adapted from Educational Team Communication Form (EEU, 1977); Program Development Services; University of Washington; EEU, WJ-10, Seattle, WA 98195

Individual Student Planning Team - Emily Dickinson School

Team Meeting Form

Student ______________________ Date ______________________

Team Members ______________________ ______________________

______________________ ______________________

Success Stories

Program Revisions	Person Responsible	By When
Materials/Adaptations	Person Responsible	By When

Other Issues

Emily Dickinson 2/92

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Example - Individual Student Planning Team - Emily Dickinson School

Team Meeting Form

Student K., C.

Date 3-4-92

Team Members Jeanne, Susan, Ann, Beth, Ellen

Success Stories
(C.)
More interactive with kids - parallel play - but more willing
Having C. be able to ask people to play in the gym is successful
Using phonics - she is doing phonetic spelling
Big interest gain in literacy

Program Revisions	**Person Responsible**	**By When**
(C.) Sight words - keep using story box and then marking off words IEP coming up - Monday the 9th	Susan	3/9/92
Materials/Adaptations	**Person Responsible**	**By When**
Use anecdotal data to record what's going on with C.'s programs	Jeanne	ASAP

Other Issues

K. - Talking (as in not) is still an issue - suggestion remain firm in requirements - possibly work with classmates and ask them to make sure that she asks for things she wants.

C. is going to be 10 - need to look carefully at placement next year (i.e., 3rd or 4th grade)?

Emily Dickinson 3/92

A COMMUNITY OF LEARNERS

Interdependence is the hallmark of inclusion. All members of an inclusive community depend upon one another for friendship, support, compassion, and a sense of belonging. Building community at the classroom level, the school level, and within the neighborhood is essential to the success of inclusion. A climate of openness characterizes these communities where teachers, students, and parents recognize similarities as well as uniqueness, where trust is established and fear is diminished, and where cooperative spirit prevails over competitiveness.

The Project MESH schools work hard at establishing this sense of community. Emily Dickinson school has chosen as its school theme, "A Community of Learners." Silver Ridge school spends one morning a week in cross-grade cooperative activities designed to build interdependence between children of different ages and abilities. As students with diverse needs are included in general education classrooms, teachers demonstrate an attitude of acceptance and respect.

> "They (the kids) really bought into community and the stronger the community is, the stronger their acceptance or their skills in terms of getting along with each other, and again it benefits everyone, not just the special needs kids."
> Teacher Interviews, 1992

STRATEGIES TO FACILITATE COMMUNITY BUILDING

Classroom teachers are the primary facilitators of social relationships in their classrooms. The following strategies have been used successfully to build a sense of community in inclusive schools.

Cooperative Learning Strategies

Placing students with disabilities in close proximity to their typical peers does not guarantee they will work together or form close relationships. The teaching strategies and support networks educators put in place will make a difference in both social and educational outcomes for all students in inclusive settings. In heterogeneous classrooms, an emphasis on cooperative learning structures, "results in more positive student-student relationships that are characterized by mutual liking, positive attitudes toward one another, mutual friendships, alternativeness, mutual feelings of obligation, support and acceptance, and desire to win each other's respect" (Johnson & Johnson, 1980).

The Johnson and Johnson models of cooperative learning are characterized by:

1) positive interdependence - each student's success is linked with the success of other group members;
2) individual accountability - ensuring that each student learns;
3) face-to-face interactions - there are educational outcomes that are due to students talking to each other and interacting together as they work in groups;
4) interpersonal and small group skills - students are taught appropriate social skills for effective group work (if follow-through is provided these skills will spill over into other interactions between children);
5) group processing - group members discuss how well their groups are functioning (reaching their goals) and how well they are working together.

It is clear that cooperative learning models hold a great deal of potential as we attempt to build community in our schools. They promote the type of interconnectedness that helps students to see the need to work together to gain knowledge and understanding. When teachers concentrate on the social skills that support cooperative learning, they teach children how to help each other and how to problem-solve together.

Teachers have developed creative ways for students with severe disabilities to participate partially in a cooperative group activity. A student with a wheelchair tray may have a group of peers working at his "table" or one student may be required to answer several yes/no questions while her friends are working at solving an academic question.

Other models of cooperative learning have been developed by Slavin, Aronson, and Kagan. (Refer to references at the end of this section.)

Social Skills Training

It is imperative to have ongoing social skills curriculum in place to support peer tutoring efforts, cooperative learning groups, and general interaction between students with and without disabilities. All students will benefit from instruction about appropriate interactions and about positive ways to support each other. Staff at inclusive schools can model acceptance as they teach to proactively avoid having some students be stigmatized, stereotyped, or rejected.

Social skills training may include:

1) specific social skills curriculum for fostering positive social interactions among all students (McGinnis, E. & Goldstein, A., 1984);
2) social skills specific to cooperative learning formats such as listening skills, encouraging others, sharing ideas, etc. (Johnson & Johnson, 1980);
3) social skills specific to peer tutoring programs;
4) conflict resolution skills (Community Board Program, Inc.);
5) awareness (of differences) training (Sapon-Shevin, 1982);
6) use of children's literature to teach social skills specific to appreciation of differences, cooperation, etc. (Sapon-Shevin, 1982); and
7) use of cooperative instruction games or promotion of noncompetitive social games (Sapon-Shevin, 1978, 1990).

> Teachers at the MESH schools spend a great deal of time building an atmosphere of acceptance in their classrooms. A specific strategy described in our interviews by one teacher involves teaching class rules:
>
> "We spent a lot of time teaching what our class rules were and teaching how we care about each other. We spent a lot of time as a whole class in the beginning of the year to set down those expectations and we named our classroom. We'll talk about caring and sharing and we'll talk about examples of that and we reinforce that throughout the year, so it's done in a general manner." Teacher Interviews, 1992

Peer Support Systems

Some students who have either special needs, who are new to the school, or who have fewer social skills may benefit from a structured support system. Inclusive schools use some or all of the following means of ensuring a sense of belonging for all students:

- **Peer tutoring** or cross-age tutoring systems have been used with success in both general education and special education programs (Jenkins & Jenkins, 1987). Benefits to both the tutor and the tutee have been well documented (Villa & Thousand, 1990). For purposes of facilitating inclusion efforts the use of peers can be an effective means of providing additional one-to-one instruction, thereby increasing "staff" ratios and opportunities for students to participate in classroom activities.

A sixth-grade cross-age tutor at Emily Dickinson wrote the following story about a first-grade girl she had tutored:

COURTNEY

It's really hard to understand Courtney, for she doesn't tell you anything. But here is how I like to think of her.

I think of Courtney as a caterpillar about to turn into a beautiful butterfly.

I also think of Courtney as a bubble. On the outside, she couldn't care less what happened to her. But, on the inside she does care. On the outside is a Courtney who doesn't have feelings. But, on the inside is a Courtney who's angry at the world for not understanding her. Also, on the inside is a Courtney that is crying constantly because she doesn't know exactly what to expect.

But, like I said, she's blossoming. I hope that one day the bubble will pop, and Courtney will understand that we're here to help her, not hurt her.

One day, when the bubble pops, we'll have a beautiful person. One who is ready to start understanding the world.

- The use of **peer buddies** to support a student with significant needs for certain parts of the day is an effective way to transfer interaction from adults to peers. Teachers may want to spread this type of responsibility among several classmates who express an interest. Lou Brown (1989) suggests that each student with disabilities could be supported by peers in any of eleven ways:
  - Peer tutor
  - Eating companion
  - Extracurricular companion
  - After school companion
  - Art, home economics, industrial arts, music, or PE companion
  - Neighbor
  - Travel companion
  - Afterschool project companion
  - Regular class buddies
  - FRIEND

"A girl in Tom's class called one night. His surprised mom held the phone to his ear. His friend talked; he smiled and nodded. When he pushed the phone away, his mom asked the girl, 'Are you done?' She was done and said good-bye. Tom was all smiles! It was his first phone call ever." Special Education Teacher, Silver Ridge school

- **MAPS** (McGill Action Planning System) is a planning process that involves family members, classmates, teachers and the student with disabilities in a thoughtful discussion of that person's involvement in regular school or community environments. MAPS is comprised of seven questions that assist the group through a discussion of who the person is, what their strengths and needs may be, and what a desirable day might look like for that individual. The process has been used successfully to facilitate the inclusion of students with disabilities into general education classes (Vandercook, York & Forest, 1989).

- A **circle of friends** is a group of people who agree to meet on a regular basis to help a person with a disability accomplish a certain personal vision or goal(s) (Mount, Beeman, Ducharme, 1988). Within the context of an elementary school, a circle of friends may be a group of students who make a commitment of friendship and support to a classmate who has that need. The film "With A Little Help From My Friends" is an excellent portrayal of the concept and work of a circle of friends. (Refer to Appendix A.)

> "Probably every family has had a tearful child one time or another over not being invited to a particular classmate's birthday party. Until last year, Carrie has never been invited to anyone's birthday party. She was never included in anyone's circle of friends. No one at school ever considered Carrie as a classmate or as a friend. She was always just one of the 'special' kids. Do I need to explain what has happened to Carrie and to our whole family now that she gets lots of invitations? Not only does she get invited to parties, but she goes to a friend's house and she goes to the movies with a friend too! Her self-esteem has truly blossomed." Parent, Emily Dickinson school

Further strategies that promote a sense of community:

- Eliminate competitive classroom symbols. Create, instead, bulletin boards where everyone wins or where everyone's work is displayed.

- Use inclusive language and encourage group achievement. Instead of competition between rows or groups, encourage the *whole* class to figure out ways for the whole group to complete an activity or get ready for something.

- Build the classroom community through the use of group activities such as putting on plays, singing together, sharing jokes or stories, making classroom murals, etc.

- Encourage students to see and use one another as resources. If grouped in clusters, encourage students to always ask for help from the group before asking the teacher. Make a classroom "yellow pages" listing interests, talents, and/or travels of students.

- Encourage students to notice each other's accomplishments. Start a "Good Deed Tree" where students post notes about good deeds they witness at school.

- Use cooperative games that involve students cooperating to overcome an outside obstacle (time, difficulty) rather than trying to overcome one another.

- Refer to the articles by Mara Sapon-Shevin at the end of this section for these and other noncompetitive, community-building ideas.

At Emily Dickinson, the Project MESH core team recognized the need to develop a disability awareness curriculum as they prepared to become an inclusive school. They identified both student and community awareness as major goal areas on their action plan. They chose "A Community of Learners" as their school theme and ordered car window stickers with the school name and theme printed on them.

The spring before moving the students who were in self-contained special education classrooms into general classrooms, the school launched a major awareness effort. The following activities took place:

- The current programs were continued such as "Handicapable Awareness Week" (since discontinued in favor of a more inclusive theme), guest speaker Lee Bussard, and the "Kids on the Block" puppet show.
- A clip from the video "Regular Lives" was shown to the whole student body, followed by classroom discussions (follow-up questions were provided to the teachers).
- The special education teachers talked to classrooms at each grade level regarding new students who may be in their classrooms the following year.
- A survey of students about "in" activities, likes, dislikes, etc., was collected. This was to help the teachers and parents prepare previously self-contained students for the "real" world.
- Appropriate children's literature was gathered and read in classrooms for discussion.
- The students from the self-contained classrooms began eating lunch with the general education students.
- A plan of activities was developed to use during the first few weeks of school the following fall. Themes such as "I am special" or "We're more alike than different" were to be stressed.
- Social skills training was stressed.
- A video of the fourth grade classrooms who had many integrated experiences with the students in the self-contained classes was filmed. These students talked about why they thought that those students should be in their classes. The idea was to use this video with other classes in the school.

Since that spring, the staff at Emily Dickinson have commented that social acceptance is now the norm at their school. Teachers report that they see less of the usual tattling and bickering among students and that the kids seem to be able to ignore annoying behaviors more successfully than before inclusion. It seems that students feel good about being part of a community that supports all kids. The teachers who have had the most success with building awareness, community, and facilitating friendships are the ones who discuss issues openly with their students. They include students in problem-solving and they discuss feelings with students. In one fourth grade classroom, the teacher discussed with the students the problem of having a child in the class who was noisy and grabbed their things. The children in the class came up with several suggestions for dealing with these behaviors. They thought that they should move away from this child when he acted out. They knew that he really wanted to be with them and they were right. That strategy worked very well. Their friend would say things like, "I be good. Tell the kids to come back."

The sense of building a new kind of school and the pride that comes as success stories are told and retold seem to be the benchmark of an inclusive community. Community-building is important for all schools, but it is critical

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at an inclusive school. Inclusive schools support all members of the community, regardless of disability, to be full members and participants in the life of the school.

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INDIVIDUAL STUDENT PLANNING

PROGRAM PLANNING

The Project MESH grant was written to examine the possibility of integration for students with severe developmental disabilities. The students at the MESH schools who were previously in self-contained special education classrooms and are now in general education classrooms have a range of special needs. Some of these students have very mild disabilities and some of them have significant multiple disabilities. The following section will present the steps we have used to develop programs for students who have moderate or severe disabilities as well as some suggestions for curricular adaptations to support the education of students with milder disabilities.

Program planning at the MESH schools is a collaborative process that includes increasing involvement and decision making on the part of classroom teachers, flexible support from special services and paraprofessionals, and ongoing communication with parents. How and why learning happens in the classroom or on the playground and how to document that learning are questions of primary importance to team members. Inclusion requires that we are open to the "teachable moments" in the day, while attempting to emphasize the key values, activities, and skills important for each student. It means learning new methods for fitting IEP objectives into the activities and routines of a classroom day. It is a process of letting go of rigid plans and opening our eyes to see growth we may not have thought possible.

> "Every Friday students present their book projects in front of the group. Sally had always been hesitant to stand alone in front of her class. She'd hide behind her group or choose not to participate. Usually her book presentations were done cooperatively with two or three others who gave Sally a part in the presentation such as holding up the group's book or standing in support of the group. One particular Friday Sally stood alone (by choice) and shared her illustration with the class. Her confidence shone through as she said, 'I'll wait for everyone's attention.' Then, when all was quiet, she began proudly explaining how her illustration matched her favorite part in her story. Everyone was so proud of her!" Second Grade Teacher, Emily Dickinson school

It is an assumption of Project MESH that special educators supporting students with disabilities in general education classrooms have a solid understanding of current best special education practices. It is the responsibility of that educator to ensure that each individual student is acquiring appropriate skills regardless of the location of services.

The following practices have been identified, defined, and validated by researchers as "best practice" for the education of students with severe disabilities (Williams, W., Fox, T. J., Thousand, J., & Fox, W., 1990):

1. **Age-appropriate placement in local public schools**
   The placement of choice for all students (with and without handicaps) should be within chronologically age-appropriate regular classrooms in the student's local public schools.

2. **Integrated delivery of services**
   IEPs and instructional programs should indicate the integration of instruction on education and related service goals into everyday school, home, and community activities. Related service providers should offer consultation and assistance to special and regular educators, parents, and others on developing, implementing, and integrating instruction on related service goals.

3. **Social integration**
   Students with handicaps should have access to the same environments as non-handicapped peers of similar chronological age. Primary goals of social integration should be to increase the number of integrated community and school environments and to improve the quality of interactions in those environments.

4. **Transition planning**
   Transition planning should occur well in advance of major moves (e.g., early education/special education to elementary school, elementary to high school, high school to adult services). Transition objectives should be included in IEPs and reflect the input of significant parties affected by the transition.

5. **Community-based training**
   Students should have the opportunity to acquire and demonstrate specific skills within appropriate community settings. Conditions and criteria of IEP goals and objectives should include performance in natural environments.

6. **Curricular expectations**
   These should be curricula or curriculum guidelines that progress from no skills to adult functioning in all areas of integrated community life. There should be a system for longitudinal monitoring of student progress.

7. **Systematic data-based instruction**
   There should be written schedules of daily activities, clearly defined objectives, reliably implemented instructional programs, and systematic data collection and analysis. Instructional decisions should be based upon documentation of students' progress.

8. **Home-school partnership**
   Parents should have ongoing opportunities to participate in the development of their child's IEP and the delivery of educational and related services. There should be a clearly delineated system for regularly communicating with parents and providing parents with information. Parental concerns should be reflected in IEP goals and objectives.

9. **Systematic program evaluation**
   Educational and related services should be evaluated on a regular basis. Evaluations should actively involve the entire program staff and provide administrators and staff with information regarding the achievement of program goals; student progress; discrepancies needing remediation; directions for future programs change; and program impact upon students, their families, and the community.

The process outlined below includes some examples of forms and plans used at the Project MESH schools. These processes continue to be revised and updated. They are offered as a starting place. Our hope is that each team will adapt and change them as needed to fit its situation.

STEP ONE: Identify Class Placement and Team Members

This step may vary depending on whether the student is transitioning from special education to general education or whether the student is already a member of an inclusive classroom.

If the student is currently in a self-contained special education class either in a different school or in his/her home school, the receiving school team needs to learn as much as possible about the student. The receiving special education teacher and other related service staff, parents, or principal may visit the student and observe the student's program. They should analyze the student's educational strengths and needs in view of existing resources and potential next placements. The next step is to consider the potential classroom placements, conference with the classroom teachers, and make a best match. The classroom teacher is then added to the individual student planning team.

The transition from one inclusive classroom to another in an established program can be accomplished within the existing framework for making class assignments in the building. The individual student planning team will need to analyze the student's program strengths and needs and make a recommendation to assist that process, but most likely a new process does not need to be developed.

The individual student planning team exists to plan for maximum and meaningful participation by the student in typical school environments. Typically, the core members of the planning team include those people who are most involved with the student on a daily basis (the classroom teacher, the special education consultant, the paraprofessional, therapists or communication specialists). These teams should meet every two weeks for 30-

45 minutes to plan, update, revise and/or monitor the student's program. The parents are invited members of the team and are encouraged to attend as many meetings as possible. Other invited members may be classmates, the principal, the psychologist, the social worker, or advocates.

It is important that the team use procedures that facilitate efficient and productive meetings. For information about collaborative teaming methods, refer to the teaming section of this booklet.

STEP TWO: Gather Pertinent Data (Prepare for the IEP)

The first task of the planning team is to prepare for the IEP meeting. The special education staff needs to review current and past IEPs, gather assessment data, observe the student, and prepare recommendations for possible areas of emphasis for the student's program. The parents should be asked to list priority areas of interest or concern to discuss at the IEP meeting.

The classroom teachers may not be well-versed in the IEP process at this point. Their input will be based upon classroom observation and knowledge about the student's previous IEP goals and program information supplied by the sending teacher. The classroom teacher should be asked to supply information about the classroom routines, curriculum, and expectations.

STEP THREE: Conduct the IEP Meeting

The IEP meeting to plan an inclusive program for a student is exciting. This is the chance for all the people who work with and care about the student to express their dreams for this child. We have developed a meeting format that has worked very well at the MESH sites. The members of the student's team, including parents or siblings and friends, meet and discuss student strengths, concerns, future desires, and priorities. Responses from the participants are recorded on butcher paper for all to see. These meetings are very positive experiences, especially for parents listening to the positive comments about their child. Many creative ideas about ways to include the child in the routines of the classroom have been brainstormed. Classroom teachers have felt that the "mystery" of the IEP has dissolved. (Refer to forms and examples at the end of this section.)

It is important that assessment and tasks be assigned at this meeting and that all members of the team are clear about those responsibilities.

> "David led his class in the Pledge of Allegiance. He had a loop tape which said, 'I pledge allegiance to . . .' The class waited until he pressed his chin switch to activate the tape and then they joined in. David learned to use his switch (an IEP goal) and gained self-esteem, pride and leadership skills! His friends were delighted." Special Education Teacher, Silver Ridge school

STEP FOUR: Complete IEP and Obtain Signatures

The responsibility of transferring the IEP elements to the district forms is retained by the special education staff. The special education staff completes additional observations or assessments, communicates with the classroom teacher and parents and completes the IEP forms. The IEP is signed by all parties.

Traditional IEP documents have contained very specific goals and objectives for teaching identified skills and routines to students. We have found that those specific objectives do not seem to describe the total learning experiences for the students who are members of a typical classroom. While continuing to identify and document the important learning areas for students, we have attempted to write the IEPs in language that will be readable for the classroom teacher and will be broad enough to capture the incidental learning that happens without our planning. The domains on these IEPs have been self-management (and life skills), jobs and chores, language arts (including communication, both written and spoken), math (including functional math), and extracurricular activities (science, social studies, P. E., art, music, recreational activities). Objectives for communication, motor, or behavior skills have been embedded within the domain areas listed, because these skills occur throughout the day. (Refer to forms and examples at the end of this section.)

> "Tom is in second grade. He drives a power wheel chair and loves to play ball. One day he couldn't find a ball. His teacher said, 'You're going to have to go out and ask.' Tom drove outside to the basketball court. He went to the center of the court and pushed 'want to play ball?' on his touch talker. The other kids stopped playing. Tom touched it again. The kids didn't understand. The teaching assistant helped interpret as Tom touched his talker again. 'Sure! We'll play,' the kids shouted." Paraprofessional, Silver Ridge school

STEP FIVE: Matching IEP Objectives to Classroom Routines

At the beginning of the school year, the special education teacher makes preliminary schedules for the students transitioning to general education classrooms. These first attempts make matches between the student's strengths and learning objectives and the classroom day. They need to be very flexible and allow for growth and opportunities that we may not expect. These schedules are meant to give the classroom teacher and the paraprofessionals a level of comfort with the routines of the first few weeks. A preliminary schedule format may look something like this:

Class Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:15 Arrival	MORNING ROUTINE (lunch chart, coat, etc.) (Jobs attendance) →				
9:15 - 9:30 Journal	Draw picture, Dictate journal entry to peer →				
9:30 - 9:45 Math	Math → (practice calculator program)				
9:45 - 10:00 Math	Jobs → (collate, stamp papers)				

Jennifer York has said that during the first weeks of school, staff may want to concentrate on the physical aspects of inclusion (arranging furniture, scheduling self-management tasks, scheduling the student to be present during class activities). The next consideration may be social relationships and support needs (friends, peer buddies, helpers, Circle of Friends). After a few weeks as adult stress levels subside, staff will begin to make matches between the academic learning needs of the student and the activities of the classroom. (Presentation, Seattle, January 1992).

> "Jimmy is in a second grade class. While students are reading in small groups. Jimmy sits in the group listening to the story. Students touch him to let him know they are nearby. The kids in the class keep him stimulated with non-stop presentation of materials for him to touch or grasp." Paraprofessional, Silver Ridge school

After 3-4 weeks of school and observations of the student's learning within the classroom, the individual student planning team will begin to develop a tighter schedule. Keep in mind that this is an ongoing process that will require continual revisions as children learn and develop new abilities and interests. (Refer to examples at the end of this section.)

The steps in the scheduling process include (adapted from: Palombaro, M., Salisbury, C., Pennington, J. & Veech, G., 1990):

1) Using the classroom daily and weekly schedules, identify the activities that take place.

2) For each of these time blocks or activities, including transitions, arrivals, departures, lunch, snacks, etc., identify which IEP objectives can be addressed. The team may decide to have a student participate in an activity for its intrinsic value or to build social relationships, but overall decision should be based on IEP goals and objectives.

3) For each of these matches or activities, the team will decide what type of curricular adaptations are necessary. See the curriculum adaptations section that follows.

4) There may be times of the day in which there is limited or no fit. During these times, the team can plan for separate instruction. The student may, for instance, have a functional objective to work on in the classroom or in another part of the building.

Other considerations in the scheduling process include:

- Plan for support options during each part of the day. Consider the classroom teacher, the special education teacher, a paraprofessional, a cross-age tutor, a peer tutor, a peer buddy, a friend, or a volunteer.
- Allow time for the student to relax. The classroom is very stimulating and it isn't necessary to program every minute of each day.
- Design a written schedule form that works for you. There are some examples included as starter ideas.
- Be flexible and give the classroom teacher permission to override the "schedule" if an important opportunity for student involvement occurs.
- Ensure that all relevant parties have copies of the written schedule, especially those people who are working with this student.

"We decided to have the students ask Lori if they could borrow her markers instead of just, since she couldn't talk, picking them off her desk. They weren't doing it in a negative way, they just had been caring for her for so long that they were treating her as a baby and just taking those things. So, one day we sat down and we told the kids what we were going to do and I modeled it first. All we wanted from Lori was a sign or to say yes or no, and we kept asking the question and finally she just signaled yes and then 20 kids lined up. Instead of being frustrated, as each one was asking she'd signal yes, yes, yes! She picked out one student and decided to say no and just said no as if she was using that marker. But they knew that we were teaching her a skill." Second grade teacher, Emily Dickinson school

STEP SIX: Monitor Instructional Programs

It is important to design a system for monitoring student progress. One of the challenges of inclusion is not so much to "monitor" progress as it is to "capture" progress. In other words, students have often demonstrated new learning outside of instruction or have made such interesting leaps of progress that it has caught teachers off guard. It is critical to have a place for staff to record anecdotal stories.

> "The day of the class composite picture, the students in the fifth grade were told to stand by height with taller kids in the top row. Michael looked at his friend who was taller, then went to grab a large thick book. A teaching assistant tried to get him to leave it behind as the class went for pictures. Michael was insistent on dragging the book along, so she finally relented. As the class lined up for pictures, Mike put the book on the floor next to his friend and stood up next to him . . . now the same height! What an example of increased problem-solving ability." Fifth grade teacher, Emily Dickinson school

Other methods used to plan programs and record progress include:

- For functional programs such as jobs, morning routines, self-management tasks, or community-based instruction, use traditional task analysis methods to write programs and record progress on levels of assistance. For examples of functional programming refer to resource list (Ford, et. al, 1989; Neel, R. & Billingsley, F. 1989; Elementary/Secondary System, Modules 1-7, University of Oregon).

- For each student, create a notebook that stays in the classroom and contains the following items:

    * IEP objectives
    * Student's schedule
    * Health information
    * Behavioral plans
    * Communication plans (for across the day)
    * Specific program plans and data sheets for those programs that require separate instruction
    * Descriptions of curriculum adaptations and/or program plans for all other parts of the day
    * A place for anecdotal records

    The notebook is divided by subjects or by time of the day. These notebooks are very helpful to staff who come in and out of the classroom during the day and need a central place to write notes or communications to each other. They are helpful for keeping data and programs in a central location. The special education staff in Project MESH schools have been responsible for putting the notebooks together and have monitored progress with them.

STEP SEVEN: Continue to Monitor and Revise IEP and Programs

To provide ongoing support to the classroom teacher, the individual student planning team should meet regularly. Time should be spent updating student progress on specific programs, identifying needed changes in the student's day, and planning for curriculum adaptations. The special education consultant/teacher should also spend time monitoring those programs and revising IEP objectives as needed.

CURRICULUM ADAPTATIONS

There is no recipe for adapting general education curriculum to meet each child's needs. Each teacher, each child, each classroom is unique and adaptations are specific to each situation. However, there are some guidelines and examples that may be helpful. Again, creativity, flexibility, and team problem-solving are essential for program planning.

Prior to making actual curricular adaptations, the individual student planning team will benefit from a discussion about their beliefs regarding "curriculum". The team may want to ask themselves the following questions (Schaffner & Buswell, 1991):

- Do all students have to focus solely on the traditional academic curriculum?
- Does this class teach only academic facts or do the students learn a broader range of skills?
- Is the curriculum determined solely by a textbook curriculum guide or does the teacher typically adapt it based on style and the make-up of a particular class of students?
- Are the goals for the student with disabilities too different from those of the "regular" students for them to benefit from the "regular" curriculum?

The teams at the MESH schools have determined that the curriculum is actually much broader than a set of academic objectives. Curriculum is also:

- all the other things happening within the context of a class that are important for students to learn;
- the way in which students relate to the subject matter based on their personal experiences; and
- the relationships the student has with other students in the class and with the teacher.

The planning teams have also found that, although parts of the curriculum are considered essential learning for most students, there is actually a great deal of variability in how teachers deliver that content. Functional activities for students with significant disabilities can usually take place in that context. Indeed, leaders of school reform are suggesting that thinking about school curriculum should be done within the context of broad outcomes to which all students have access (Schaffner & Buswell, 1991).

Students with Moderate or Severe Developmental Disabilities

There are some overall considerations when thinking about adapting the curriculum or the environment for an individual student with significant disabilities. Ask the following questions before making adaptations (Fox, T. & Williams, W. 1991):

- Will the adaptation draw negative attention to the student?
- Will the adaptation make the student stand out?
- Will the adaptation be too intrusive?
- Does the adaptation provide sufficient opportunities for the student to practice/learn the objectives for the activity?
- Is the adaptation practical?
- Does the adaptation provide the student with enough opportunities to participate in the activity with fellow students?
- Who will make/implement the adaptation?
- Does the adaptation feel okay for the student? For the teacher?

For students with moderate to severe or profound developmental disabilities, curriculum planning is based on levels of adaptation (adapted from Giangreco, C.O.A.C.H., 1990):

- **Same Curriculum.** The student participates in the activity with no adaptations. A student may sit at a desk during a movie or story and listen as other students do for a specified period of time. The child may go to the music class and participate with no adaptations. Some students are able to use a listening center with head phones in a similar manner as other children.

- **Same Curriculum with Adaptations.** This may include adaptations to the environment or materials, or the provision of physical assistance. One child may have his picture by his coat hook to remind him where to hang his coat. Another child may have some physical assistance to participate in P. E. A student may have a book put on an audio tape so that she can participate in reading.

> "One of Jamie's favorite times at school is P.E. When the other kids had their roller skating unit, Jamie wanted to skate too, so she powered her chair around the gym with the other kids hanging on in a snake-like fashion behind her. What fun for the kids on skates and she loved it!" Parent, Emily Dickinson school

- **Same Activity with Different Objectives.** Sometimes a child participates in an activity that the whole class is doing, but has a different objective for participation. She may be part of a science group, with the job of supplying materials. A student may be part of a social studies discussion but have the objective to communicate several yes/no answers to questions. One child may work on a handwriting objective during spelling.

- **Alternative or Substitute Activity.** Some students have objectives on their IEP that target functional goals or life skills. These students may leave the classroom at certain times of the day to accomplish those goals. They include such things as self-help skills, jobs or chores, or community-based instruction. One boy, for instance, has the job of loading the pop machine and also crushing cans for recycling. He does these jobs during a time when his class is doing activities that are not as appropriate for him. Another child delivers messages to portable classrooms, practicing a physical therapy goal of climbing stairs. Two sixth grade students go to the grocery store to purchase supplies for a primary class in the building. All of these activities are valid in view of these students' learning goals. The priority is to include all children in classroom activities, but each student's day is based on his/her learning needs and time is scheduled to teach activities related to those needs.

Teachers have found the following description of "levels" of adaptation useful as they conceptualize their students' day. (Project Dakota Outreach). Refer to forms and examples at the end of this section for an adaptation of this curriculum modification ladder.

SEQUENCE FOR PLANNING REGULAR CLASS PARTICIPATION AND ADAPTATIONS

Follow this sequence beginning with #1 to help capitalize on motivations and rewards of participation with peers.

CURRICULUM MODIFICATION LADDER

1. Can the student do the same as peers?
   (e.g., watching film)

if not can . . . 2. the student do the same activity but with adapted expectations?
(e.g., handle clay versus make a clay bowl)

if not can . . . 3. the child do a similar activity but with adapted expectations and materials?
(e.g., magic marker drawing on large piece of paper while peers complete a worksheet using crayons)

if not can . . . 4. the student do a similar activity but with adapted expectations?
(e.g., words that are functional and in the student's daily environment)

if not can . . . 5. the child do a different activity in a different section of the room, not amidst peers?
(e.g., works on hand skills by putting away things like milk cartons, feeding fish, etc.)

if not can . . . 6. the child do a functional activity in another part of the school?
(e.g., in library, kitchen, gym, office, another room doing a helper task, with a same age or older peer tutor or adult)

The most important point for planning teams to remember is that planning an inclusive program for a student with severe disabilities is a team effort. All of the team members need to support each other to be as open and creative as possible in planning for the student's day. Remember to:

- Reference the student's schedule to the life of the classroom as much as possible.
- Match IEP goals and objectives to the activities and the routines of the classroom.
- Utilize input from all team members, including parents and classmates. Classmates in some MESH classrooms have become especially adept at on-the-spot adaptations.
- Encourage all team members to bring questions and concerns to team meetings. Provide clarification if team members are confused. Encourage honesty and openness about feelings, need for help, etc.
- Do not use special education "jargon" at team meetings.
- Continue to meet as a team on a regular basis. Use a collaborative team approach to all planning.

Students With Mild Developmental Disabilities

For students who have mild developmental disabilities, curriculum adaptation is also as individual as each student, each classroom, each teacher, and each paraprofessional. It is important to note that the use of a variety of instructional methods, with an emphasis on active learning by students, is the most important method for meeting diverse learning needs in the classroom. The following teaching practices promote active learning on the part of all students and maximize the possibilities for participation of students with special needs (Schaffner & Buswell, 1991):

- Using small group discussions
- Organizing cooperative learning groups, learning teams, and other collaborative activities
- Involving students in making decisions about their learning

- Gearing expectations for mastery to students' individual learning goals and needs
- Having students demonstrate mastery of skills in a variety of ways other than tests, such as essays, oral reports, portfolios of work, demonstrations, exhibits
- Changing instructional groups and methods frequently to match changing purposes of lessons
- Evaluating student progress in a way that involves the student and provides intrinsic rewards
- Altering the physical layout of the classroom to facilitate student-directed exploration and learning and to promote student interaction and cooperation
- Using experimental activities such as role playing, story writing, body movement or acting, building models, learning centers, computerized instruction, and problem-solving or application projects.
- Providing opportunities for all students to instruct their peers.

Actual adaptations or accommodations should only be made for a given student after consultation or collaboration with the specialists on the student's planning team. Adaptations should be based on each child's unique needs and situation.

The following are examples of adaptations that have been used at the Project MESH schools for students with mild or moderate disabilities.

- A girl in a primary multi-age classroom is assigned a seat, even though the rest of the class does not have assigned seats. She seems to do better knowing where her base is.
- Instead of writing a book report, one student tells her report to the tape recorder. She then uses the tape to report to the whole class, calling on specific students for comment. Several other students also ask to use the tape recorder to tell their book reports.
- Some students have written (or picture/symbol) schedules to help them transition through their day.
- The special education teacher has brought in supplementary materials, but included other students in her groups, not just the student with labels.
- Students use computer programs for supplementary help with writing, spelling, math, or reading.
- Students often dictate their "journal" entry to a peer and then copy that writing onto the computer. They add a picture of their own.
- Supplementary support is given by paraprofessionals, especially with core subjects such as reading and math.
- Students have been placed in nongraded classrooms (K-2) where they are able to accomplish tasks at their own developmental level.
- A class has learned sign language and practices their spelling words using finger spelling. They hope to communicate with a girl in their class who uses some sign.
- A student in the fifth grade uses a third grade history book to do research for a report on explorers.

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- One student works with a partner who helps with the work and keeps the student on task.
- Students with behavioral difficulties are often on individual contracts. Rewards may be shared with friends or include positive time with the school custodian or secretary.
- Teaching assistants say they have a lot of success when they point out what peers are doing, especially behaviorally.
- Teachers find that the use of math manipulatives (such as Math Their Way or Boxes and Baggage) allows children with special needs to be successful within the regular curriculum.
- Sixth grade girls are recess buddies for a girl in first grade. Their job is to help her with recess jobs (such as carrying and distributing the jump ropes), to make sure she doesn't run off the playground, and/or to help her engage in play with other students her age.
- A fifth grader participates in the class reading contest by counting stories in her second grade basal reader rather than whole books.
- Students (at all grade levels) participate in Young Authors activities using computer skills for writing their stories, if necessary. They produce stories at their own academic level.
- A third grade boy uses a secnd grade math book, a calculator, objects for counting, flashcards and manipulatives for his math curriculum. He works on content similar to that of his class. Peers help him when an adult isn't there.
- For a fifth grade project on ancestors, the teacher made a directions guide for a girl with disabilities and explained the vocabulary and concepts to her. The student took the directions home, received information from her parents and help with her report. She reported to the class by herself.
- For stories and journal entries, some students have had success with computer programs such as Magic Slate, C. C. Writer and Children's Writing Publishing Workshop. Students have used Type to Learn for keyboarding skills and Math Blasters for supplementary math activities.

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IEP Meeting Form

Student Name ______________________ Attendees ______________ ______________ __________

Date ______________ ______________ ______________ __________

Student Strengths:

Priorities: (IEP Goals/Objectives)

Future Desires:

Ideal Day Should Include:

Barriers/Fears:

Example

IEP Meeting Form

Student Name C.

Attendees ____ ____ ____ ____ ____ ____

Date 6/91

Student Strengths:

Easy-going personality
Cooperative
Ability to reason
Communication
Motivation to be with peers
Cares about appearance
Likes to work - likes to be responsible - loves being with people
Good memory
As much independence as possible
Paper Route Assistant
Safety Patrol Assistant

Priorities: (IEP Goals/Objectives)

Functional Academics-
- First and last name
- Address/phone number
- Functional Math - Money/calculator (using)
- Turning in film/paying
- Personal management:
  - general safety within jobs
  - poisons/medicines
  - manage schedules/choices
  - sex ed, jobs, library,
  - chores with custodian,
  - letter machine, leisure,
  - cut and paste, drawing,
  - painting, stationary books,
  - picture taking (camera using)
  - craft activities

coat on/off
Behavior Management:
*increasing appropriate behavior

Barriers/Fears:

Seizures
Not as many TA changes

Ideal Day Should Include:

Making Choices
*Peer interaction (using them as instructional agents)
*Provide many changes of activities
Adjust schedule to be on desk
More leisure at home
Music (keyboard)
Afternoon time - leisure/jobs/chores/crafts

* = choices

Emily Dickinson School
Sample IEP for a 5th grade student

Domain: **Self Management**

1. C will increase his abilities to independently care for his needs.

Goal/Objective	date begin	date end	level of independence	criteria	person responsible	mid-year report	end-of-year report
1.1 C will use a daily schedule as a cue to initiate activities.	3/92	12/93	Independent on start.	4/5 Opportunity 3/3 Observations	Spec Ed Teacher, TA		
1.2 When executing any activity C will get out and put away any materials necessary.	3/92	3/93	Independent on initiating 1 verbal cue for clean up	100% on levels 3/3 Observations	Spec Ed Teacher, TA, OT		
1.3 C will follow a morning routine: •coat hang up •notes from back pack •check in •schedule set up	3/92	3/93	Independent on all steps	100% on Ind. 3/3 Observations	OT, TA		
1.4 C will follow an afternoon routine: •clean up •notes to back pack	3/92	3/93	Independent on all steps	100% on Ind 3/3 Observations	OT, TA		

Emily Dickinson School
Sample IEP for a 5th grade student

Domain: Jobs and Chores

2. C will increase his abilities as a responsible member of his community.

	Goal/Objective	date begin	date end	level of independence	criteria	person responsible	mid-year report	end-of-year report
2.1	C will initiate and complete classroom jobs •vacuuming •gardening •watering •clean-up •load pop machine •recycling	3/92	3/93	Independent on initiating and compliance	80% on compliance and participation as noted by observations	OT, TA, Spec Ed Teacher		
2.2	C will demonstrate his understanding of safety rules by using equipment in a safe manner •electric plugs •hammer •hand drills •screwdrivers •vacuum, etc.	3/92	12/92	Independent	100% 3/3 observation over different equipment	OT, TA, Spec Ed Teacher		
2.3	C will stop, look for cars and cross the street when no cars are close when out shopping.	3/92	12/92	Independent on all steps	100% 3/3 trials	OT, TA, Spec Ed Teacher		
2.4	C will increase his compliance to adult instructions.	3/92	6/92	Independent	80% rate on following instructions as noted in observations	Spec Ed Teacher, TA, Classroom Teacher		

Emily Dickinson School
Sample IEP for a 5th grade student

Domain: **Math**

4. C will increase his abilities to use functional math skills

	Goal/Objective	date begin	date end	level of independence	criteria	person responsible	mid-year report	end-of-year report
4.1	C will use a calculator to select 2, 3 digit numbers.	3/92	12/92	Independent	100% 3/3 trials	TA, Spec Ed Teacher		
4.2	While out shopping C will use a calculator and subtract from a predetermined amount to determine when he has to stop buying.	3/92	3/92	Independent	Informs partner his money is gone 100% 3/3 trials	OT, Spec Ed Teacher, TA		
4.3	C will match coins to a sample to pay for milk or juice at lunch.	3/92	6/92	Independent	100% 3/3 lunches	Spec Ed Teacher, TA		
4.4	C will match times on a clock to times on his schedule to initiate activities (PE, Music, Lunch)			Beeping alarm cue to look at time	Initiates activity 3/3 opportunities	Spec Ed Teacher, TA		

Emily Dickinson School
Sample IEP for a 5th grade student

Domain: **Extra Curricular**

5. C will increase his general knowledge and recreation skills.

Goal/Objective	date begin	date end	level of independence	criteria	person responsible	mid-year report	end-of-year report
5.1 C will maintain a scrap book for each classroom theme.	3/92	3/93	Assist as needed	Active participation Talks about subject	Classroom Teacher, TA, OT and Spec Ed Consult.		
5.2 C will maintain a personal interest scrap book.	3/92	3/93	No adult assistance	Does by himself for at least 15 minutes.	Spec Ed Teacher, TA, Parents		
5.3 C will maintain a photo album.	3/92	3/93	No adult assistance	Does by himself for at least 15 minutes.	Spec Ed Teacher, TA, Parents		
5.4 C will build 3 projects out of wood.	3/92	6/92	Assist as needed	Follow directions 90% safe behavior	OT, Spec Ed Teacher, TA		
5.5 Objective dealing with attending junior high music class will be developed.							

Student Schedule (Elementary)

Classroom Activities/ Routines	____________ Participation (are appropriate adaptations/ alternatives in place?)	Level of Support	Expected Learner Outcomes (are IEP Objectives Addressed?)

Example

Student Schedule (Elementary)

Classroom Activities/ Routines	student-name Participation (are appropriate adaptations/ alternatives in place?)	Level of Support	Expected Learner Outcomes (are IEP Objectives Addressed?)
Arrival/check in	Use bathroom, get organized for the day - set up schedule	Parapro.	managing clothing - coat, pants washing hands/use schedule manage personal belongings
Journal writing and share	Picture Journal	Peer	cutting, gluing/interpreting pictures/pairing speech with pictures/pointing
Literature groups	Listen to books on tape Pass out papers to student mailboxes Go to library - choose book Look at Book	Ind/Peer Ind Peer	Use a tape recorder Perform assigned jobs Travel around school/interpret pictures/listening to a story
10:30	Make a snack	Tutor	Using a knife
Break	Eat snack with classmates	Ind/Teacher	Opening milk carton
Math	Use a calculator to solve math facts Get lunch money together Collating job Play computer games Once a week go to store to buy snack supplies	Parapro. Peer OT	Using a calculator Matching coins to a sample Perform assigned jobs Build leisure options Travelling in the community Use a calculator Purchase items Use money

CURRICULUM MODIFICATION LADDER

1. Can the student do the same as peers? (e.g., spelling)

if not can . . . 2. the student do the same activity but with adapted expectations? (e.g., less words)

if not can . . . 3. the student do the same activity but with adapted expectations and materials? (e.g., matching the words to pictures)

if not can . . . 4. the student do a similar activity but with adapted expectations? (e.g., words that are functional and in the student's daily environment)

if not can . . . 5. the student do a similar activity but with adapted materials? (e.g., computer spelling program)

if not can . . . 6. the student do a different, parallel activity? (e.g., learn a computer typing program, learn word processing with a spell checker, write or put pictures in a journal)

if not can . . . 7. the student do a different activity in a different section of the room?

if not can . . . 8. the student do a functional activity in another part of the school? (e.g., in the library, kitchen, gym, office, another room doing helper tasks, with a same age or older peer helper or adult)

Adapted by Dave Gaston, Olympia School District, from the Project Dakota Outreach, Tailor Made Early Intervention Training and Consultation Services, A Division of Dakota Incorporated, 680 O'Neill Drive, Eagan, MN, 55121, 612-455-2335.

APPENDIX A

RESOURCE LIST

PROJECT MESH PRODUCTS

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NOTE: Paul H. Brookes Publishing Co., P O Box 10624, Baltimore, MD 21285-0624. Telephone: 1-800-638-3775.

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Excellent annotated catalogue of journal articles, books, manuals, newsletters, videotapes and organizations. Also available: list of Inclusive Education Publications that can be ordered from the Institute.

Available from:

Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Materials List - The Inclusive Education Project: Working Towards Full Membership for Students with Special Needs.

Available from:

Linda Davern
The Inclusive Education Project
Syracuse University
Division of Special Education
805 South Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-1881

Catalogued Materials Listing (1991). Enhancing Supportive Communities: A Statewide System Change Project, Olympia, WA: Office of Superintendent of Public Instruction.

Available from:

OSPI
Special Education Services
P O Box 47200
Olympia, WA 98504-7200

Written Products from Activities of the California Research Institute on the Integration of Students with Severe Disabilities. San Francisco, CA: San Francisco State University.

Available from:

California Research Institute
14 Tapia Drive
San Francisco, CA 94132

Inclusion: Expectations Unlimited Catalogue.

A collection of recordings and videotapes. Annotated catalogue.

Available from:

Expectations Unlimited
P. O. Box 655
Niwot, CO 80544
(303) 652-2727

Write to PEAK Parent Center, Inc. for a list of excellent materials available.

PEAK Parent Center, Inc.
6055 Lehman Drive
Suite 101
Colorado Springs, CO 80918
(719) 531-9400

Publications in the Human Services. (1992). Baltimore: Paul H. Brookes.

Publisher of several books related to inclusion and other education issues.

Available from:

Paul H. Brookes Publishing Co.
P. O. Box 10624
Baltimore, MD 21285-9945
1-800-638-3775

ORGANIZATIONS THAT ARE GOOD SOURCES OF INFORMATION ON INCLUSIVE SCHOOLS

California Research Institute, San Francisco State University, Department of Special Education, 14 Tapia Drive, San Francisco, CA 94132. Telephone: (415) 338-7847.

Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone (802) 656-4031.

Center on Human Policy, Syracuse University, 200 Huntington Hall, Syracuse, NY 13244-2340. Telephone (315) 443-3851.

Centre for Integrated Education, Frontier College, 35 Jackes Avenue, Toronto, Ontario, CANADA M4T 1E2. Telephone (416) 923-3591.

Communitas, Inc., 185 Pine Street, Manchester, CT, 06045.

Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone (612) 624-4848.

Maryland Coalition for Integrated Education, Oakland Ridge Professional Center, 9123 Old Annapolis Road, (Rt. 108), Suite 104W, Columbia, Maryland, 21045. Telephone: (301) 740-9651.

PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400.

Schools Are For Everyone (SAFE), P. O. Box 583, Syracuse, NY 13120. Telephone: (518) 455-2096.

Technical Assistance for Parents Programs (TAPP) Project, 312 Stuart Street, Second Floor, Boston, MA 02116.

The Association for Persons with Severe Handicaps (TASH), 11201 Greenwood Avenue North, Seattle, WA 98133. Telephone: (206) 361-8870.

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Clifton, L. (1980). *My Friend Jacob.* New York: Dutton. (Grades 1-5) The story of an eight-year-old black child and his fourteen-year-old white friend with Down's syndrome. The children teach and learn from one another.

Cohen, M. (1983). *See You Tomorrow, Charles.* New York: Greenwillow Books. (Grades K-3) A blind boy named Charles joins a first-grade class, where he and the other children learn a great deal about each other.

Curtis, Patricia. Greff: *The Story of a Guide Dog.* Photographs by Mary Bloom. Lodestar Books, 1982. 10 and up. A detailed but boring look at guide dogs from birth through intensive training to eventual placement with a blind owner. The reader comes to appreciate the importance of these animals as well as the dedicated people involved in training them.

Fleischman, P. (1980). *The Half-a-Moon Inn.* New York: Harper & Row. (Grades 4-6) A mother helps her twelve-year-old mute son to accept his need for independence, even though he must endure extreme hardships.

Greenburg, J. E. (1985). *What is the Sign for Friend?* New York: Watts. (Grades 1-3) Shane, a deaf child, is shown doing his everyday activities in clear black and white photographs.

Hermes, P. (1980). *What If They Knew?* New York: Dell Yearling. (Grades 4-6) Jeremy begins fifth grade in a new school and wants to keep her epilepsy a secret, but after an epileptic episode at school, her family and friends help her to accept her epilepsy and become more self-sufficient.

Kuklin, Susan. *Mine for a Year.* Photographs by author. Coward-McCann, 1984, 9-12. As a participant in a 4-H project called Puppy Power, George tells about caring for a young Labrador puppy for the first year of life, before the animal is sent to school to become a Seeing Eye dog. Valuable information about training dogs and about the responsibilities of guide dogs adds to the presentation.

Lasker, J. (1980). *Nick Joins in.* Chicago: Whitman (Grades 1-4) Nick, who is in a wheelchair, goes to public school for the first time, and shows many of the things he can do as well as or better than the other children.

Pollock, P. (1982). *Keeping it Secret.* New York: Putnam (Grades 4-6) A sixth-grade girl moves to a new town and tries to keep her hearing problem a secret from her new classmates, only to find that her teacher told classmates about her hearing aids one day, while she was out of school. She finally changes her attitude in order to make friends.

Rosenberg, M. B. (1983). *My Friend Leslie.* New York: Lothrop. (Grades K-3) A sensitive portrayal of friendship between two children, one with multiple handicaps. She is described in such a way that the reader recognizes that she is very much like other children despite her physical problems. The photographs from an integral part of the description.

Rounds, G. (1981). *Blind Outlaw.* New York: Holiday. (Grades 2-6) The story of a boy who cannot speak or hear, and how he tames a blind wild horse.

Roy, R. (1982). *Where's Buddy?* New York: Clarion Books. (Grades 3-6) Mike is in charge of his younger brother Buddy, who has diabetes, but Buddy disappears and Mike must find him and get him his medicine.

Stein, S. B. (1984). *About Handicaps.* New York: Walker. (Grades 1-4) A story with photos about Matthew and his friend Joe who has cerebral palsy. Matthew's fears are explored and his questions answered as he comes to understand Joe.

Sullivan, M. B. & Bourke, L. with S. Regan. (1980). *A Show of Hands: Say it in Sign Language.* Reading, MA: Addison-Wesley. (Grades 1-5) Conveys a positive attitude about sign language and depicts a wide variety of people with hearing impairment, some of them famous.

Walker, L. A. (1985). *Amy, The Story of a Deaf Child.* New York, Lodestar. (Grades 4-6) Amy narrates the story of life with her deaf parents and a hearing brother with the use of photographs.

Yolen, J. (1974). *The Boy Who Had Wings.* New York: Crowell (Grades K-3) This is a story of a Greek boy who is born with wings, but is forbidden to use them until he must use them to save his father's life.

APPENDIX B

CORE TEAM MINUTES

- **Emily Dickinson**
- **Silver Ridge**

PROJECT MESH

Emily Dickinson Core Team

Date: January 19, 1990
To: MESH Core Team Members
From: Chrysan Gallucci
Re: Meeting Notes

Meeting Attendees: Jeff Newport, Ed Koehl, Steve Beaudry, Beth VanBlaricom, Kelly Rosenbach, Susan Clow, Pierina Austin, Paula Cruickshank, Chrysan Gallucci, Carol Wilkinson, Fran Drobnicki, Vivian Garza, Judi Schwartz, Diane Cowger, Renee Harris.

Last Meeting: The first Core Team meeting was held on January 18th, from 3:30 p.m. until 4:40 p.m. Members introduced themselves to each other. Of special note was the fact that we had six parents represented on the team. Input from parents will be a real asset to this team as they develop some goals and objectives for the next year.

Chrysan discussed the purposes of a Core Team in general and in regards to Project MESH. The purposes are:

1) To advocate for inclusive education with the school community.
2) To help the rest of the school community to gain a better understanding of the issues surrounding inclusive education.
3) To plan and provide inservice opportunities for school staff and parents.
4) To build a library of resources and research about inclusive schooling.
5) To develop an action plan for Emily Dickinson Elementary School.

Chrysan passed out information from the grant concerning the steps which the Core Team is to follow during this planning year. As a further suggestion to think about . . . we may want to consider these steps in our process:

- WHAT DO WE WANT? (to accomplish . . . vision, outcomes)
- WHAT DO WE KNOW? (outside knowledge, research)
- WHAT DO WE BELIEVE? (core values)
- WHAT DO WE DO? (action plan)

BEST COPY AVAILABLE

Chrysan also discussed the "whys" of inclusive education under three main statements: 1) Because it's right; 2) Because it's the law; and, 3) Because there are benefits for all in an integrated program. Chrysan will provide the team with some notes from that presentation at the next meeting.

The meeting concluded with discussion of what Project MESH proposes to accomplish at Dickinson School. Several parents and staff shared their concerns and/or visions surrounding the integration of students with special needs in regular classrooms.

The following articles were distributed to team members:

"Toward Inclusive Schools", William and Susan Stainback.
"The Kaleidoscope: Challenge to the Cascade." Marsha Forest and Evelyn Lusthaus

TASKS:

1.	Write and distribute meeting notes	Chrysan
2.	Write summary of presentation and "why?"	Chrysan
3.	Facilitate Core Team meetings	Ed Koehl
4.	Effective School Standards (Prepare for discussion)	Jeff
5.	Outline article "Toward Inclusive Schools"	Chrysan

NEXT MEETING:

1. Review school mission statement
2. Discuss effective school standards
3. Discuss values and assumptions of inclusive schooling.
4. Brainstorm goals for school year 1990-1991.

NEXT MEETING DATE:

Thursday, February 1, 1990 at 3:30 p.m. in the Dickinson library. The meeting is scheduled to last one hour. Please be as prompt as possible so that we can get started on time.

Note: The ideas for these discussion notes were gleaned from the writing and presentations of George Flynn (Superintendent of Schools, Waterloo Separate School District, Ontario, CA), and Jennifer York, Ph.D. and Terry Vandercook, Ph.D. (University of Minnesota).

Project

MESH

WHY INCLUSIVE SCHOOLS?

BECAUSE IT'S RIGHT

This is an ethical and value laden issue. The more we reflect upon the ethics of having separation in a democratic society; the more we realize the faults inherent in such a system.

In a democratic society everyone belongs. Certainly everyone belongs until or unless they have broken a law. All persons are considered of equal worth; having equal rights. Segregation in our society (and schools) is hard to justify.

This is not an issue of love necessarily; it is an issue of values. What are our values about education?

Do we believe that . . .

Each belongs	or	Some belong
Everyone can learn	or	Some can learn
Rights & justice are for all	or	Some are charity cases, deserving pity and special services

There is a glaring need in our society to build up community. Society is fragmented; people are isolated. Collaboration and cooperation tend to build up community and support the unique gifts of individuals. John Winthrop, the first governor of Massachusetts, said in 1630, speaking to the colonists shortly before they set foot on land, "We must delight in each other, make each others' condition our own, rejoice together, mourn together . . .". His concern was for the sense of community amongst those early settlers. We need to strive for the same sense of community. Cooperative learning is one example of an attempt in the educational setting to build community; inclusive education can be another.

Children are not one kind or another; one label or another. They fall along a continuum of physical, intellectual and psychological characteristics. The attempt to fragment our services into 'regular' or 'special' may be not the best way to serve the individual needs of all students.

BECAUSE IT'S THE LAW

All students have an inherent right to an appropriate education geared to their capabilities. Public Law 94-142 (1975), the Education for All Handicapped Children Act, and the principals of Least Restrictive Environment and normalization call for an end to the exclusion of people with disabilities from America's schools and communities.
P. L. 94-142 states that:

> ". . . to the maximum extent appropriate, handicapped children in the public and private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature of severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily . . ."

The reason that we are going to try to provide education for all children based from regular classes; is that we feel that the intent of the law was to provide children with disabilities with a quality of integration different that what is currently seen in the majority of America's schools. We believe that self-contained classrooms in regular schools do not prepare students for life in integrated communities.

BECAUSE THERE ARE BENEFITS FOR ALL IN AN INTEGRATED PROGRAM

Benefits for regular programs:

1) Additional resources for all students as additional supports come with children with special needs; also, the benefit of collaboration of more than one teacher and the shared expertise with the special education teacher.

2) Personal growth for all students as they become involved with a person who is different. The opportunity to learn to understand, respect, be sensitive to and grow comfortable with individual differences and similarities among their peers. A higher self-esteem for students who realize that not everyone is perfect in this world. Higher self-esteem for students who have an opportunity to be needed.

3) Intense pride of staff and school community as they work together to build a system that feels right and works well.

4) Collaboration and team work amongst staff members gives staff a feeling of closeness; less isolation in their work. Plus a chance for the staff to grow through collaborative efforts and inservices provided to enhance their efforts.

5) Hopefully, more effective use of personnel resources, time and money. Less time and money spent duplicating services.

6) Use of a greater variety of instructional methods. Exposure to a broader range of educational opportunities.

7) Arrangement of more planning time for all teachers involved in collaborative teaming efforts.

Benefits for students with special needs:

1) The opportunity to build friendships and interact with normal peers.

2) The opportunity to learn appropriate behaviors by modeling those around them.

3) The opportunity to participate in the typical routines in a classroom which relate to those routine components (such as initiating, socializing, communicating, and terminating) which are required across environments.

4) The opportunity to learn life long skills that are environmentally referenced to major life domains, such as domestic, leisure, vocational and community. (In other words, continued best practice programming for students with moderate to severe disabilities).

5) The opportunity to learn about subjects not typically part of a life space domain curriculum (i.e., science, music).

6) The opportunity to help build a sense of community within a classroom. The opportunity to help a student who may have low self-esteem.

7) Preparation for life in the real world. Preparation for those life skills necessary to hold any kind of job.

PROJECT
MESH

Emily Dickinson Core Team

Date: February 6, 1990
To: MESH Core Team Members
From: Chrysan Gallucci
Re: Meeting Notes

Meeting Attendees: Jeff Newport, Ed Koehl, Steve Beaudry, Paula Cruickshank, Mary Morrison, Israel Vela, Chrysan Gallucci, Carol Wilkinson,Fran Drobnicki, Vivian Garza, and Renee Harris.

Last Meeting: The meeting was held on Thursday, February 1, 1990, from 3:40 until 4:40 p.m. A special thanks to three new teachers who are interested in being involved with the Core Team efforts: Israel Vela, Mary Morrison and Doris Lin. In light of the fact that everyone is very busy, we certainly appreciate the time that both staff and parents are giving to Project MESH.

Chrysan briefly shared some values and assumptions taken from the literature about inclusive schools, in preparation for a discussion about the Dickinson mission statement. There are five basic assumptions underlying the full inclusion projects which have been tried around the country. They are:

1) Integration
   Special education is a support and a service, not a place, and should be provided in regular classrooms and other typical environments as much as possible.
2) Individualization
   Educational needs and priorities should be considered individually by those who know the student best.
3) Teamwork
   Between special and regular educators, principals, parents, and support people.
4) Flexibility
   The needs of the student may look very different after the initial integration takes place. Team members must be willing to change objectives as the students change or as the demands of the environment become more obvious.
5) Environmental Referencing
   The goals and objectives which are written for individual students must be referenced to the demands of the current and future home, school and community environments.

BEST COPY AVAILABLE

The team members discussed the school mission statement as it is currently written:

> "The mission of Emily Dickinson Elementary School is to provide an environment that is positive and productive, creative and caring for **all** its students and staff."

We decided that the mission statement is written to include all students, but that it is important that we understand that "all" really means all of the students served at Dickinson. It was decided that the word "all" will be bolded in the future.

Jeff lead a discussion of nine "Effective School Standards". We looked at these standards of school effectiveness in view of including outcomes for all students. We changed a few words in the standards to fit our needs. The word "challenging" was added to #3; in #6 the word class was changed to students; the word "low" was changed to "appropriate" in #7; and in #8 the phrase "that produces observable results" was added. Please see attached list of the revised standards.

Steve, Ed, and Chrysan shared some brief information about the 'Schools Are For All Kids' conference they attended. It was exciting to realize that we are well ahead of many educators in our philosophy, even though we realize that we have a large job ahead of us. We will be sharing some of the activities from the conference as the team progresses this spring.

Chrysan distributed two articles from the grant on effective schools research, a MESH literature summary on some steps to consider as we move toward integrated education, and some notes from our discussion on why we believe it is right to integrate all kids.

We will set a date for an all-school parent orientation at the next MESH meeting. Meanwhile, an article will appear in the next school newsletter to keep parents posted.

TASKS:

1.	Send articles which had been distributed previously to new members	Chrysan
2.	Article for the schools newsletter	Jeff
3.	Call Joyce Vanden Hoorn to keep her posted regarding our progress	Chrysan
4.	Get folders, labels for research library	Chrysan
5.	Get notebooks for team members	Chrysan

NEXT MEETING:

1. View video films: Regular Lives and/or With a Little Help from My Friends.
2. Small group activity to brainstorm goals for 90-91.
3. Prioritize goals.

NEXT MEETING DATE:

Thursday, February 22, 1990 from 12:30 to 3:30 p.m. The teachers will be released for one half-day. Hopefully, the parents will also be able to attend. This will be a very important meeting and especially good if we can all view the films together.

EFFECTIVE SCHOOL STANDARDS

Principals in effective schools are instructional leaders, who pose high expectations for students and teachers.

The climate in an effective school is orderly, disciplined, and comfortable. A commitment to excellence is evident and there are high expectations for student achievement.

Students' goals and objectives are challenging, meaningful, clearly written, sequenced, and reviewed and updated periodically based on student progress data that are collected on a regular basis.

Student achievement is recognized and rewarded frequently. Student progress is monitored using a criterion-reference approach: the measures used are directly related to the instructional objectives.

Within classrooms, "down-time" is kept to a minimum. Students spend a high percentage of their time actively engaged in learning tasks.

Effective teachers adapt, modify, and create curricular units for their own students that are sequenced and integrated into the long range educational goals of the school.

Effective schools tend to have an appropriate teacher/student ratio.

Administrators, teachers, support personnel, students, and parents in effective schools describe an atmosphere of cooperation and open communication that produces observable results.

Parents support and are actively involved in effective schools.

These principles are borrowed from the effective schools work done by Ron Edmonds (Edmonds, 1979) in general education. They are summarized by Knoll and Meyer (n.d.) who conclude "that these same principles are outlined in virtually every special education text as the hallmarks of a good 'special education program'" (p. 3).

SUPERINTENDENT OF PUBLIC INSTRUCTION

JUDITH A. BILLINGS OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200

Date: March 6, 1990

To: MESH Core Team Members

From: Chrysan Gallucci

Re: Meeting Notes

MEETING ATTENDEES: Vivian Garza, Carol Wilkinson, Fran Drobnicki, Ann Martin, Renee Harris, Susan Clark, Paula Cruickshank, Ann Biderbost, Kelly Rosenbach, Doris Lin, Mary Morrison, Pierina Austin, Israel Vela, Beth VanBlaricom, Jeff Newport, Steve Beaudry, Chrysan Gallucci.

LAST MEETING: The meeting was held on March 1st from 12:00 p.m. until 3:30 p.m. at the Administration Building. As you can see, we are not suffering from lack of participation! Thank you to all of you for your high level of energy and concern for Project MESH.

The main outcomes of this meeting were to leave with goals for the project, as well as indicators (some breakdown) of what will make those goals happen. The gorup as a whole brainstormed goal areas and then prioritized those goals. The goals are (* indicates top five goals currently being worked on).

*Education the Dickinson staff, students and parents about disabilities (in school, home, community).
*Establish eligibility criteria for students to be included in Project MESH.
*Address the specific needs of teachers in regards to Project MESH.
*Address the specific needs of students in regards to integration.
*Have implementation timeline. Inform and educate the Dickinson community about MESH.
Allocate aide time.
Plan for the transitioning of students to regular classrooms.

Project MESH

Emily Dickinson Core Team

Address the safety, health and medical concerns (unique to special education issues).
Ensure continuity to junior high.
Write a prescriptive inservice packet which could be used by other schools or districts to replicate the process Dickinson is developing.

(Excuse my poetic license . . . I tried to write those into more "goal-like" statements!)

We watched the first part of the video, With a Little Help From My Friends. That part of the film shows a 7th grade classroom where some students are discussing the integration of their friend (May) into their class. It shows our first glimpse of a concept called "Circle of Friends".

The team members broke into smaller work groups made up of a general education teacher, a special education teacher, and a parent. Each group took one goal and worked on breaking it down into smaller activities or indicators which would be needed to reach that goal. We then shared those as a large group.

Thenext step in this "change" process is to assess where we arenot in relation to those indicators. Each small group will be responsible for completing that assessment and then based on that assessment developing an action plan. I would also like to ask a couple of volunteers to also help me to complete another 'outside' assessment instrument to help us gather more information to consider when developing our action plan. That instrument is being developed for the five year state change grant and they have asked us to field-test it for them. More about that at the next meeting.

TASKS:

1. Small groups work on assessment of their goal area . . . if time.
2. Chrysan and Jeff meet with Joyce Vanden Hoorn.

NEXT MEETING:

1. Complete self-assessment in goal areas.
2. Chrysan and Jeff report from meeting with Joyce.
3. Consider using outside assessment instrument.
4. Begin developing objectives for action plan.

NEXT MEETING:

March 8, 1990 at 3:40 p.m. until 4:40 p.m. at Emily Dickinson library.

SUPERINTENDENT OF PUBLIC INSTRUCTION

JUDITH A. BILLINGS OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200

Date: March 12, 1990

To: Mesh Core Team Members

From: Chrysan Gallucci

Re: Meeting Notes

Meeting Attendees: Paula Cruickshank, Jeff Newport, Ed Koehl, Steve Beaudry, Beth VanBlaricom, Fran Drobnicki, Renee Harris, Carol Wilkinson, Ann Martin, Vivian Garza, Kelly Rosenbach, Pierina Austin, Israel Vala, Susan Clark, Doris Lin, Mary Morrison, Chrysan Gallucci.

Last Meeting: The meeting was held on March 8th from 3:40 p.m. until 4:40 p.m. at the Emily Dickinson Library. The team discussed its "vision" for the school. The vision of the core team is "an inclusive school". The MESH definition of inclusive schooling describes what is meant by "an inclusive school" and the team added the following descriptors of their own:

diversity
uniqueness
all students educated in the mainstream
all students in the service area educated at E. D.
all students treated equally
students are educated with age-appropriate peers
respect for individual abilities
individual needs would prompt the learning environment
supportive nurturing environment
flexibility in working with children

The school mission statement also defines the vision of an inclusive school.

Chrysan discussed the outcomes of the meeting she and Jeff had with Joyce Vanden Hoorn. The main outcome was a decision about which students may be involved with the integrated program at Emily Dickinson. Students should live in the Emily Dickinson service area (or neighboring schools) and must be school-age children. Then the decision will be based individually upon school team input and parent interest in the program.

Work groups [for each goal area] set dates to meet separately and continue working on their assessment of projected needs.

SPI
JUDITH A. BILLINGS
Superintendent of Public Instruction

April 9, 1990

TO: MESH Core Team Members
FROM: Chrysan Gallucci
RE: Meeting Notes

MEETING ATTENDEES: Doris Lin, Mary Morrison, Susan Clow, Ed Koehl, Jeff Newport, Fran Drcbnicki, Paula Cruickshank, Steve Beaudry, Beth VanBlaricom, Chris Grey, Jill Allyn, Carol Wilkinson, Ann Martin, Susan Clark, Kelly Rosenbach, Vivian Garza, Joyce Vanden Hoorn, Chrysan Gallucci.

LAST MEETING: A meeting was held on March 29, 1990 from 3:40 pm until 4:40 pm at the Emily Dickinson library.

A special thank you to Paula Cruickshank and Israel Vela for participating in the Project MESH presentation at the state CEC conference in Bellingham. They did a great job and I really appreciated their willingness to help (especially on a Saturday!).

Small work groups have completed a self-assessment for each of the five goals areas established by the core team. Each group reported briefly the "needs"/objectives for that goal.

The groups then worked individually to prioritize the needs and objectives they had identified. A small committee was formed to write the MESH Core Team's action plan for the 1990-1991 school year. This committee will report back to the core team at the next meeting.

TASKS:

1.	Write the MESH action plan.	Jeff Newport, Ed Koehl, Steve Beaudry, Paula Cruickshank, Ann Martin, Chrysan Gallucci.

NEXT MEETING:

1. Distribute and discuss the action plan.
2. Assign jobs based on the action plan.

NEXT MEETING DATE:

April 19, 1990 at 3:40 pm in the Dickinson library.

Project
MESH

Old Capitol Building FG-11 Olympia Washington 98504-3211

SPI

JUDITH A. BILLINGS

Superintendent of Public Instruction

APRIL 30, 1990

TO: EMILY DICKINSON CORE TEAM

FROM: CHRYSAN GALLUCCI

RE: CORE TEAM MINUTES

MEETING ATTENDEES: Jeff Newport, Steve Beaudry, Paula Cruickshank, Beth VanBlaricom, Pierina Austin, Susan Clark, Israel Vela, Anne Biederbost, Joyce Vanden Hoorn, Carol Wilkinson, Fran Drobnicki, Renee Harris, Anne Martin, Chrysan Gallucci.

LAST MEETING: A meeting was held at Emily Dickinson from 3:45 pm to 4:45 pm on April 26, 1990. Jeff described the Focus 90 Conference, especially the points of interest to the core team members. The Conference was attended mainly by people from Canada who are doing (or interested in) integrated educational models for students with disabilities. Both Jeff and I attended some excellent sessions including one with Roger Johnson on Cooperative Learning. We also heard and spent time with Jacqueline Thousand and Richard Villa who discussed collaborative teaming, peer support systems and administrative supports for heterogeneous schooling.

We distributed a draft of the core team's action plan. Small groups looked at the draft and discussed possible additions or changes to it. The section of the draft which deals with developing an awareness program for students at Dickinson had some activities missing and those were added. Israel Vela and Paula Cruickshank will head a small group to organize those activities for the rest of this year. The core team still needs to fill in and refine some of the timelines and who will be responsible for certain sections of the action plan. We hope to finish that work next Thursday.

The core team decided to meet every Thursday from now until the end of the year. We would appreciate help from any members who can attend each week . . . and understand that there will be times when some cannot attend a meeting. There is a lot of work to do and we do need to share the responsibilities in order for this inclusive model to become a successful reality.

TASKS:
Paula, Israel, Chrysan will meet Monday (4/30) to discuss awareness activities for the students.

NEXT MEETING:
We will go through the Action Plan step by step, assigning responsibilities and setting time timelines for each section.

NEXT MEETING DATE:
The next meeting is next Thursday (5/3/90) from 3:40 pm to 4:40 pm in the Dickinson library. We will be meeting each Thursday for awhile.

Old Capitol Building. FG-11. Olympia. Washington 98504-3211

SUPERINTENDENT OF PUBLIC INSTRUCTION
JUDITH A. BILLINGS
OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200

May 7, 1990

TO: Emily Dickinson Core Team

FROM: Chrysan Gallucci

RE: Core Team Minutes

MEETING ATTENDEES: Pierina Austin, Beth VanBlaricom, Paul Cruickshank, Israel Vela, Fran Drobnicki, Steve Beaudry, Jeanne Brown, Chrysan Gallucci

MEETING NOTES: The meeting was held May 3, 1990 on a beautiful afternoon last week. A special thanks to all of you who came in spite of the spring-like conditions! We will continue to meet each week and will appreciate the attendance of everyone who can make these "working sessions".

The core team reviewed (step-by-step) the action plan. The plan will be rewritten for the third time and hopefully the final time. Many parts of the action plan are already being worked on and volunteers to help are more than welcome.

A small group is working very hard on plans for developing student awareness this spring about the new model which will being in the fall. Plans are in the works for a video-taped panel presentation of 4th and 6th grade students and some teachers. They will discuss their feelings about having students with exceptional needs in their classrooms. Part of the film, "Regular Lives," will also be shown to all students, and a list of discussion questions will be provided to teachers to use in their classrooms.

Another small group is working on plans for transitioning students from the self-contained special education programs into regular classrooms. This plan involves a high degree of parent involvement as well as training for the regular classroom teachers who will be involved.

Included in these notes is a list of children's books currently in the school library. Please see Jane Tracy if you have any suggestions for other literature which might help to raise awareness of the abilities of kids or adults who may have a disability. We are also looking for literature which stresses the these that we are all "more alike than different."

The finalized action plan will be passed out at the faculty meeting on May 10, 1990. The entire faculty will be receiving all MESH Core Team minutes in the future so that everyone is apprised of plans as they unfold.

TASKS:

Please refer to the enclosed action plan. If you do not find your name listed with a job please come to the next meeting or call me (Chrysan Gallucci, 869-8247) so that we can find the perfect job for you.

NEXT MEETING:

1. Discussion: which class is each student from a self-contained program going to be in? - Jeff
2. Updates from "awareness committee" - Paula, Israel
3. Update from Steve, Susan and Chrysan about transition and IEP process.
4. Discuss progress on inservice presentations - Chrysan
5. Guidelines/procedures for teams - Ed/Steve
6. Report from Restructuring Core Team- Pierina
7. Bring any other questions/concerns - All

NEXT MEETING DATE:

The next meeting will be held May 10, 1990 at 3:30 pm in the Dickinson library. Please be prompt. The meeting will last one hour.

NOTE: If anyone has any questions about the action plan or progress to date . . . please feel free to call me.

ENC: Action Plan
Library Books
Awareness Plans

Student Education for May/June

*Assembly in two groups the week of May 21-25

*Assembly schedule (about 45 min)
  Jeff - Set Stage
    What we are doing next year
    Introduce Movie "Regular Lives"

*Follow-up in Classroom
- Use the Video of 4th & 6th Graders discussing what we have done this year
- Use questions from "With a Little Help From My Friends" to direct discussion
- Have books available to read about special needs

*Still to do
- Check with district to have video made of 4-6th grade discussion
- Gather materials for theme for next year "I'm included"
- Check with teachers for other resources

File: Books
Report: Children's Literature

Title	Author
Connie's New Eyes	Bernard Wolf
Don't Feel Sorry for Paul	Bernard Wolf
Lisa and Her Soundless World	Edna S. Levine
What is the Sign for Friend?	Judith E. Greenburg
Different and Alike	Nancy P. McConnell
Patrick Yes you Can	Patricia Dendtler Frevert
Handtalk Birthday	Remy Charlip
Our Brother Has Down's Syndrome	Shelley Cairo
Thinking Big	Susan Kuklin
Now One Foot, Now the Other	Tomie De Paola

SUPERINTENDENT OF PUBLIC INSTRUCTION

JUDITH A. BILLINGS OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200

May 15, 1990

TO: Emily Dickinson Core Team

FROM: Chrysan Gallucci

RE: Core Team Minutes

MEETING ATTENDEES: Beth VanBlaricom, Paula Cruickshank, Steve Beaudry, Israel Vela, Ed Koehl, Doris Lin, Renee Harris, Carol Wilkinson, Ann Martin, Susan Clark, Fran Drobnicki, Susan Clow, Jeanne Brown, Lisa Coon, Chrysan Gallucci.

MEETING NOTES: The meeting was held on May 10, 1990 in the Dickinson library, from 3:40 pm until 4:35 pm.

The class placement list for 90-91 for the students currently at Gordon Hauck School or in the self-contained classrooms was read. Please contact the school for specific classroom assignments.

The disability awareness program for Dickinson students is moving along. . . Paula and Israel will be videotaping their classes on Tuesday morning. They will be discussing the experiences they have had this year with Susan Clow's students. The rest of the plans for the awareness program were included in last week's minutes.

Ed Koehl and Steve Beaudry are in the process of moving the resource materials for teachers (and parents) into the work area in the office. They are going to bring in a two-drawer file cabinet in which to place the articles.

The next meeting (May 24th) will be an inservice for the teachers and classroom assistants who would like to talk about how Steve, Susan, and I see the program working next year. We will discuss placement, IEP timelines, use of aides, and general instructional practices (as much as we have time for). We will also form specific plans for future inservice needs.

On May 24th at 7 pm, we will hold a Parent Orientation meeting at which we will discuss placement, IEP timelines, aide time, and answer questions. That meeting will take the place of a MESH Core Team Meeting on that day.

Fran Drobnicki and Renee Harris asked if it would be possible for the classroom teachers to meet with the parents before the end of the year. It was decided that the teachers would make every effort to meet with the parents of students with special needs before school starts.

TASKS:

1.	Plan for teacher inservice next Thursday	Steve/Susan/Chrysan
2.	Conduct videotaping session	Israel/Paula/Ed/Steve
3.	Set specific times for the school awareness assemblies	Chrysan
4.	Plan for Parent Orientation	Susan/Steve
5.	Contact Susan Snyder regarding inservice on behavior management	Chrysan

NEXT MEETING:

The next meeting time will be Thursday, May 24th, and will be used for an inservice for staff. It will begin promptly at 3:40 pm and be over in one hour. There will also be a Parent Orientation meeting which will begin at 7 pm in the Dickinson library.

First Core Team Meeting Minutes

PROJECT MESH
SILVER RIDGE CORE TEAM

Date: January 12, 1990

TO: MESH Core Team Members

FROM: Chrysan Gallucci

RE: Meeting Notes

Meeting Attendees: Katie Ryan, Nancy Tennant, Susan Davey, Jane Gallegos, B. J.Wise, Barb Johnson, Mary Tate, Chrysan Gallucci

Last Meeting:
The first Core Team meeting was January 9th, from 3:30 pm to 4:30 pm. Chrysan talked about the purpose of the Core Team. The Core Team will advocate and discuss inclusive schooling with other staff and Silver Ridge community members. The Core Team will build resources and gather background information on integration, as well as organize and conduct inservice training. The job of the Core Team will be to develop a mission statement and values that support the integration of all students into regular education. The Core Team will also write Effective School Standards that have outcomes for all students. The team will write goals, conduct a needs assessment, and develop an action plan for the delivery of special education services at Silver Ridge School.

During future meetings of the Core Team, Barb Johnson will act as the facilitator and Chrysan will be the recorder. Chrysan will also try to summarize an article or bring other information for a small presentation at each meeting. Chrysan will provide notebooks for each member to keep his or her information in and will send out minutes and agendas. The next meeting will be an after school meeting, but the following meeting will be a half-day release day. An invitation will be extended to another staff member who will be an intermediate teacher at Silver Ridge next year. It will be someone who is not a member of the Jenne Wright Staff. The decision will be made at the next meeting.

This Core Team will draft a mission statement during the half-day meeting, which will then be taken to the whole Silver Ridge staff at the March planning day for that staff. Chrysan will write a draft of the Effective School Standards that the team will consider at the next meeting.

Chrysan contributed the Project MESH literature summaries, an article by William and Susan Stainback on Inclusive Schooling and an article on Effective Schools Research. She discussed the assumptions of inclusive schools (refer to notes that were handed out).

TASKS:

1.	Develop Effective School Standards	Chrysan
2.	Facilitate future meetings	Barb Johnson
3.	Write and distribute agenda, minutes	Chrysan
4.	Send Focus 90 Conference information	Chrysan

NEXT MEETING:

1. Pick a staff member from another school to be on the Core Team.
2. Discuss the Effective School Standards
3. Complete a timeline for completing the planning process by June.
4. Begin discussing values for a mission statement.
5. If time, begin to discuss goals for 1990-1991.

NEXT MEETING DATE:

Monday, January 22, 1990 at 3:30 pm. Location: Jenne Wright School. Meeting will last one hour. Please be prompt.

PROJECT
MESH

Silver Ridge Core Team

Date: January 22, 1990
To: MESH Core Team Members
From: Chrysan Gallucci
Re: **Meeting Notes**

Meeting Attendees: B. J. Wise, Susan Davey, Nancy Tennant, Katie Ryan, Chuck Main, Barbara Johnson, Chrysan Gallucci

Last Meeting: Debra Blickhan will be added to the Core Team for the MESH project. She will be a 5th grade teacher at Silver Ridge Elementary next year and is currently teaching at Silverdale Elementary. Debra will represent the intermediate grades. She will also represent a viewpoint which may be slightly different than those of the staff involved with integration at Jenne-Wright. Thank you Debra for agreeing to work with us. Kathy Gleysteen will also join the MESH team representing parents. Thank you very much for joining us, Kathy. When Chrysan talks to the parent advisory board for Silver Ridge, we will ask if other parents are interested in joining the Core Team.

We spent some time discussing the description of the Core Team tasks. It was decided that the mission statement which we develop will be a mission statement for the whole school, which will then be presented to the Silver Ridge staff. That statement will be developed at the next Core Team meeting. The district 20/20 Recommendations are the policies which will support this integration project. All of the teachers who were hired to work at Silver Ridge agreed to the basic beliefs supporting an integration plan. As we get further into the development of an action plan, it will be important to specify when and where we need district support and how that support will be met.

Chrysan handed out a list of effective school standards. The Core Team agreed that these standards fit with their belief system and with the district's 20/20 recommendations. The Core Team will keep these standards in mind as we develop our action plan for next year.

BEST COPY AVAILABLE

In preparation for writing a mission statement, Chrysan distributed a handout on values which support integration. She also referred the team members to the "desired outcomes" for Project MESH and the paper outlining the assumptions of integrated programs. She asked team members to look at these before the next meeting. She also distributed an outline of the article "Toward Inclusive Schools" by William and Susan Stainback.

TASKS:

1.	Sign up for conference room for next meeting	Chrysan
2.	Get information regarding reimbursement for substitute teachers for next meeting	Chrysan
3.	Send all articles to Chuck Main	Chrysan
4.	Order video "Regular Lives"	Chrysan
5.	Bring MESH notebooks to next meeting	All

NEXT MEETING:

1. Write mission statement
2. From belief system, decide on goals
3. Operationalize goals
4. View "Regular Lives"

NEXT MEETING DATE:

Tuesday, February 20, 1990 from 12:30 p.m. to 3:30 p.m. The meeting will be held in a conference room at Jenne-Wright Elementary.

SPI

JUDITH A. BILLINGS Superintendent of Public Instruction

Date: February 26, 1990

To: MESH Core Team Members

From: Chrysan Gallucci

Re: Meeting Notes

Meeting Attendees: B. J. Wise, Susan Davey, Nancy Tennant, Sara Campbell, Chrysan Gallucci, Chuck Main, Mary Tate, Barbara Johnson, Debra Blickhan, Cathy Gleysteen, Jane Gallegos, Marilyn Boynton, Jeanne Beckon. Visitors: Jenny Paulson and Marge Rich from Seabeck Elementary School.

Last Meeting: The Core Team met for three hours on February 20, 1990. The team worked on developing a mission statement for Silver Ridge Elementary School which will be presented to the whole staff at the next staff meeting (3/1/90). B. J. Wise presented some information about mission statements. A mission statement should be short, simple, and easy to explain. It should contain in one sentence a statement about the 'service' offered by the school, 'for whom' the service is offered, and 'how' the service will be delivered. It might also include a vision or image of the future and a sense of 'what could be'. The core team brainstormed ideas under each of the elements (service, for whom, how) and then spent time individually putting those ideas into a sentence. The mission statement that will be presented to the staff is:

> "The Mission of Silver Ridge Elementary is to create a supportive nurturing environment celebrating individual abilities so that all students acquire knowledge and develop the self esteem, flexibility and social awareness necessary to become successful life-long learners in an ever changing world."

Project MESH

Silver Ridge Core Team

The Core Team viewed the film "Regular Lives". Debra Blickhan suggested that it be shown at some point to the whole staff of Silver Ridge Elementary.

Chrysan presented some information taken from the staff surveys she received back, which listed the concerns of the staff regarding the integration of students with severe disabilities into regular classrooms and some identified inservice needs. The information was collected from 14 surveys which were returned from staff.

The team also worked on setting some goals for the development of a special education program at Silver Ridge Elementary.

The team elected the following possible goals:

1) Design a system of support for meeting staff needs.
2) Achieve integration based upon individual student needs.
3) Focus on student needs to resolve disagreements about what is "best".
4) Develop/improve collaboration skills (teachers with support personnel).
5) Develop a training program.
    - case studies of students.
    - academic program-what are the service delivery options that exist.
    - awareness training.
    - communication training (between staff).
    - visits to sites where kids are now.

Some other areas of concern which the team identified included: knowing ahead who the students are, coordination and collaboration, training of extra staff in the classrooms, choosing support staff and training them, size of classrooms.

The Core Team identified two final goals as the major goals to work on for next year:

1) Implement 2020 strategies.*
2) Achieve integration based on individual student needs.

It was decided that the rest of the concerns would fit into these two goal areas.

NEXT MEETING:

1) Specify steps needed (or indicators for) the two main goal areas.
2) Assign smaller groups to develop/conduct needs assessments for objectives.

NEXT MEETING DATE:

Tuesday, March 6, 1990 from 3:30 p.m. until 4:30 p.m. at Jenne-Wright Elementary School.

SPI

JUDITH A. BILLINGS | Superintendent of Public Instruction

March 23, 1990

SILVER RIDGE CORE TEAM

TO: MESH Core Team Members

FROM: Chrysan Gallucci

RE: Meeting Notes

MEETING ATTENDEES: Sara Campbell, B. J. Wise, Chrysan Gallucci, Jane Gallegos, Barbara Johnson, Susan Davey.

LAST MEETING: The Core team met on March 6, 1990 from 3:45 p.m. until 4:45 p.m. B. J. discussed the need to have a parent representative from regular education on the core team. She will contact a parent regarding MESH. The Mission Statement which the core team wrote at the last meeting was revised slightly after input from the whole Silver Ridge staff. Please see attached.

The balance of the meeting was spent operationalizing the two main goals that the core team has chosen to work on for next year. Refer to the goals attached.

NEXT MEETING:

1. Based on the operationalized goals, decide what the model will be for next year.
2. Develop plan for conducting a needs assessment, writing objectives, and an action plan.

NEXT MEETING DATE:

APRIL 10, 1990 from 3:30 p.m. until 4:30 p.m. at Jenne-Wright.

Project

M E S H

Old Capitol Building FG-11, Olympia, Washington 98504-3211

SILVER RIDGE ELEMENTARY SCHOOL
Project MESH Core Team

Goal Statements

Goal #1

IMPLEMENT 2020 STRATEGIES

++ Integration of all programs within school (special education, library, P.E.). Adequate resources to meet those needs/community involved/variety of abilities honored.

+ Pullouts coordinate with classroom and are as minimal as possible. Pullouts are appropriate to student needs, but not integrated into total program. Minimal P.E., music, library coordination for projects and themes (coordination works in both directions).

+ - P. E./music/library separate/kids served in regular classrooms. Some pullout for speech/OT/PT services (specialist communication often one-way on building themes).

- P.E./music/library doing own thing/little communication (not time or opportunity for adults to communicate to the benefit of kids). Special education is viewed as the responsibility of special education department with limited communication.

- - Special education kids are automatically placed by label. General education teachers view students as "not my responsibility." Library/music/P. E. are all separate. Disjointed curriculum for all by the "average" kid.

SILVER RIDGE ELEMENTARY SCHOOL

MISSION STATEMENT

The mission of Silver Ridge Elementary is to create a supportive nurturing environment celebrating individual abilities. All students will acquire knowledge and develop the self esteem, flexibility and social awareness necessary to become successful life-long learners in an ever changing world.

GOAL #2

THE BLENDING PROGRAM IS BASED ON STUDENT NEEDS

+ +	Kids pulled out only based on student needs. Regular education teacher feels full ownership. Highest level of communication between regular education and special education. Adults learning from one another. Resources fit needs.
+	Kids assigned to regular education classroom with regular education and special education cooperatively planning. Pullouts may be driven by fiscal needs but don't detract from program.
+ -	Special education kids assigned to homerooms in regular education classrooms. Special education teachers responsible for majority of programming. Pullouts for some academics. Some self-contained programs based upon fiscal considerations.
-	Some social integration with typical peers, not age-appropriate. All main programming done by special education staff. No ownership on the part of regular education.
- -	Kids with severe disabilities sent away automatically. Grouping is by disability. All programming done by special education staff. No integration with typical peers.

SPI

JUDITH A. BILLINGS, J.D. Superintendent of Public Instruction

Silver Ridge Core Team

April 16, 1990

TO: Silver Ridge Core Team
FROM: Chrysan Gallucci
RE: Meeting Notes

MEETING ATTENDEES: Susan Davey, B. J. Wise, Nancy Tennant, Barbara Johnson, Marilyn Boyton, Mary Tate, Jane Gallegos.

LAST MEETING: The Core Team met on April 10th from 3:40 p.m. until 4:40 p.m. the team discussed plans for the staff retreat which is scheduled for June 1st and 2nd at Pilgrim Firs. That Saturday, Terry Dodd will present on the integration of direct instruction and whole language techniques. Friday afternoon (1:30 - 4:30) will be devoted to information on the blended model for special services. The team discussed format for that afternoon and decided on the following activities:

1) Show the video "Regular Lives".
2) Show videos of the students currently integrated into general classrooms at Jenne-Wright.
3) Discuss the accommodations/resources which were made or used to successfully integrated those students.
4) Conduct a mock-up of a guidance team meeting.
5) Have "sending" teachers from Brownsville and Cottonwood Elementary Schools meet with the "receiving" teachers at Silver Ridge.
6) Conduct problem-solving discussions (within pods) around some of those incoming students. Plan for necessary resource needs.

NEXT MEETING:

1. Finalize plans for the retreat.
2. Practice mock-up of guidance team meeting.

NEXT MEETING DATE:
May 7, 1990 from 3:30 pm to 4:30 pm at Jenne-Wright Elementary

SPI

JUDITH A. BILLINGS Superintendent of Public Instruction

May 31, 1990

TO: Silver Ridge Core Team

FROM: Chrysan Gallucci

RE: Meeting Notes

MEETING ATTENDEES: Jane Gallegos, Barbara Johnson, Sara Campbell, Marilyn Boyton, Chuck Main, Susan Davey, Debra Blickhan, B. J. Wise, Chrysan Gallucci, Nancy Tennant.

LAST MEETING: The core team discussed the agenda for the special education portion of the retreat scheduled for June 1 and 2 at Pilgrim Firs. The same agenda will be presented Friday morning at Jenne-Wright school and repeated at Pilgrim Firs that afternoon. The agenda includes the following items:

Regular Lives (25 minutes)	8:15 - 8:35
Video/discussion of Jenne-Wright Special Ed Students	8:40 - 9:30
Mock-up of guidance team meeting	9:45 - 10:05
Sara Campbell (CDS services)	10:05 - 10:15
Julie Duncan/Charlie Wise Students from Brownsville and Cottonwood	10:15 - 11:15

The video/discussion and the guidance team mock-up will be videotaped for later viewing.

A placement meeting will be held on Thursday, May 31st at 1 pm regarding the 90-91 placement of the students with special needs currently at Jenne-Wright. The first grade teachers and Jane Gallegos will attend that meeting. Susan Davey will be unable to attend.

The teachers will begin to look at a functional curricular approach for the students with moderate to severe disabilities. Chrysan will be available for technical assistance as needed.

This was the last Core Team meting for this year. Thank you to all members of the team who have worked on Project MESH. I wish you all a restful summer!

Old Capitol Building. FG-11. Olympia. Washington 98504-3211

DR. TERRY BERGESON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING, PO BOX 47200
OLYMPIA WA 98504-7200

LT/504/97